DOCUMENT RESUME

ED 245 199 CS 007 669

AUTHOR	Georges, Betty
TITLE	The Use of Reading Games (Activities) in the Classroom.
PUB DATE	May 84
NOTE	125p.; M.A. Thesis, Kean College of New Jersey.
PUB TYPE	Reports - Research/Technical (143) -- Dissertations/Theses - Master Theses (042)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	Disadvantaged Youth; Grade 3; *Learning Activities; Primary Education; *Reading Achievement; *Reading Games; Reading Improvement; *Reading Instruction; *Reading Research; Urban Education

ABSTRACT

A study was conducted to determine if the use of reading games or activities would cause greater improvement in the reading achievement scores of third grade low-achieving students in an urban school than would traditional instructional methods. A control group of five children received traditional reading instruction, while an experimental group of seven students used 30 vocabulary, sequence, and main idea games designed to correlate with the "Magic Times" text in the Macmillan reading series. Pretesting and posttesting were done with the comprehension section of the Metropolitan Achievement Tests. Results indicated that the children in the experimental group scored higher on the test than did the control group students. The difference between the means of the two groups, however, was not statistically significant. (Appendixes contain a list of reading games, sample activity sheets for sequence and main idea, and testing materials.) (FL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED245199

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☒ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Thesis # 864

THE USE OF READING GAMES (ACTIVITIES) IN THE CLASSROOM

By
Betty Georges

Submitted in Partial Fulfillment
of the Requirements of the Master
of Arts Degree in Reading Specialization

Kean College of New Jersey
May 1984

CS 007669

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Betty Georges

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ABSTRACT

The purpose of this study was to find out whether or not the use of reading games (activities) would cause greater improvement in the reading achievement of a sample of third grade children as compared to a control sample taught by the traditional method of instruction.

While the control sample consisted of five children from another third grade class, the experimental sample consisted of seven children from the author's class.

The results of the post-test indicated that the children in the experimental sample made greater improvement in their reading ability and scored higher in the Comprehension section of the test than the control sample though the mean differences between the samples was not statistically significant.

TABLE OF CONTENTS

PAGE

ABSTRACT . . . i

ACKNOWLEDGEMENTS . . . ii

TABLE OF CONTENTS . . .

LIST OF TABLES . . . iii

Chapter 1

INTRODUCTION . . . 1

Statement of the Problem . . . 1

Hypothesis . . . 1

The Significance of the Problem. . . . 1-3

Definition of Terms. . . . 4,5

Assumptions. . . . 5

Limitations. . . . 6

Summary . . . 7

Chapter II

REVIEW OF LITERATURE . . . 8

Definition of Games . . . 8

History of Games . . . 8-10

Educational and Instructional Games. . . . 10-14

Simulation Games . . . 15-19

Summary . . . 19,20

Learning Activities . . . 20-22

Importance of Games. . . . 22-26

Advantages of Games. . . . 26-30

Disadvantages of Games . . . 30-32

Why Play Games . . . 32-37

Reading Centers and the Reading Teacher. . . . 37-42

Using Games in the Classroom . . . 42-44

The Use of Teacher-Made and Commerically Prepared Games in Education. 44-50

Page

Available Research on Games Used in the Classroom 50-52

Conclusions 52,53

Recommendations 53,54

Summary 54,55

Chapter III

PROCEDURES. 56

Sample. 56

Setting 56,57

Materials and Procedures. 57,58

Games 58-64

Summary 64

Chapter IV

Results 65,66

Reading Survey 67,68

Summary 69

Chapter V

CONCLUSIONS 70-72

Implications for Future Research and for Teaching 72

Summary 72

REFERENCES 73-76

APPENDIXES

A. List of Reading Games 77,78

B. Sample Activity Sheets, Sequence and Main Idea 79-97

C. Pre and Post Test Scores of Experimental and Control Samples on Comprehension Section of (MAT-PRIMARY II, FORM G). . 98

D. Gain Score of Experimental and Control Samples. 99

E. Metropolitan Achievement Test (PRIMARY II, FORM G). . . 100

ACKNOWLEDGEMENTS

The writer would like to express her gratitude to Dr. Albert Mazurkiewicz for his guidance, kindness and understanding in writing her thesis.

The writer is also grateful to Christine Lardieri for her patience and effort in typing of the project.

Special thanks should also be given to my wonderful parents, Gus and Sophie Georges for their support and understanding while writing the thesis.

Special thanks is also given to Delilah Knight for the use of some of her third grade students in the project, Jeanne Marateo for xeroxing materials, and Barbara Dawkins for her help in obtaining some research articles for the writer.

Many others were involved, and the writer is indebted to them in completing the project.

LIST OF TABLES

Table Page

1. Reading Activities 63
2. Comprehension Pre-test for Experimental and Control Samples. . . . 65
3. Comprehension Post-test for Experimental and Control Samples . . . 65,66
4. Mean Gain for Experimental and Control Samples 66
5. Reading Survey 67,68

Chapter I

Introduction

Since children in urban areas do have difficulties in reading, especially in the area of comprehension, the writer felt it would be beneficial and worthwhile if a set of reading games (activities) were designed to supplement, further improve and reinforce the reading of the third grade children in the writer's class.

Statement of the Problem

The problem was to determine whether or not children exposed to reading activities (games) in the writer's class made more progress in vocabulary, sequence and main idea reading skills than children taught by the traditional method of instruction.

Hypothesis

The writer hypothesized that there would be no significant difference in reading achievement between the use of the reading activities (games) in the writer's third grade class in vocabulary, sequence and main idea reading skills and the achievement of the children taught by the traditional method of instruction.

The Significance of the Problem

Records show that children in urban areas do not do well on standardized tests. It has been found that children at the elementary level, average approximately a year or a year and a half behind the national norms in reading and a half or more behind in mathematics.[1]

The Coleman Report indicated that there were various factors which affected academic achievement. Coleman also reported that students from low-income backgrounds, which most of the city school population is composed of, usually perform significantly lower than middle class students. Therefore, economic backgrounds of the students parents is definitely a main factor in educational achievement.

---

[1] Problems of Urban Education, A concept paper by the Educational Improvement Center, South Jersey Region, p.1.

One can state that children in most urban school environments, especially those from low-income areas, regardless of race or color, are not adequately served by our schools, and do not get out of the educational system what they should.[2]

Since 1977-78, the Superintendent of Newark, Columbus Salley, noted that the Newark scores in New Jersey Minimum Basic Skills (MBS) have risen 18.8 percent in reading and 26.6 percent in mathematics. Salley stated that "thirty-two percent of the reading increase and 26 percent of the math increase came in the last two years."[3]

Although the scores of the Newark students have steadily increased, the state educational officials are concerned with the bottom line, that is, the 43 percent of the students tested who have mastered the skills which are important to the functions of daily life. This problem also relates to other urban districts as well.

The Newark district also developed "Basic Skills Remedial Plans" for the elementary and high school levels. A monitoring system was also developed to determine if the objectives of the remedial plans were being implemented in the Newark schools. The monitoring team visited the schools regularly and it was found that all areas of this plan were in progress.

To further improve the basic skills of the Newark students, a summer program was developed for students who were being retained. One hundred students were chosen randomly to determine how effective the summer program was on student performance. A writing program with specific guidelines was also developed in grades K (kindergarten through 12).

The Newark school officials also implemented a Uniform Testing Program and administered the Comprehensive Test of Basic Skills (CTBS) at all grade levels. School officials sought to "identify the district's educational needs" so the students may be properly placed in specialized programs and academic weaknesses and strengths can be determined so that the curriculum may be improved.[4]

---

[2] *Ibid*., p.2.

[3] Barbara Kukla, "High school students show improvement on minimum basic skills," *Star Ledger*, Newark., August 8, 1983, p. N1, col. 3.

On a district wide level, kindergarten students scored 54 percent, which is four points above the national norm, while first graders scored somewhat lower (44 percentile rank).

Students in grades two through eight scored between the 28th and 37th percentile ranks with test scores near the 30th percentile rank.

According to this report, there was a considerable drop in reading scores between grades eight and nine (from the 32nd percentile rank to the 16th percentile rank) while secondary grade scores rose to the 20th percentile rank at grades 10 and 11.[5]

In examining the overall pattern of reading in the three grade groupings for the 1982-83 school year, the analysis found "a general downward trend across the three clusters," although the decline was not constant, "as marked by an upsurge in scores at grades 5, 10, and 11.[6]

As test scores were compared from other years, it was noted that the test scores from 1979-80 dropped consistently below the 30th percentile rank from the fourth grade on, while the 1982-83 test scores remained at or above the 30th percentile rank until grade 9, with only one exception.

In addition, "the report stated half of the 12 grades showed marked gains and the two others maintained their levels of performance," with the results suggesting that the district has shown marked progress in reversing the downward trend in reading scores for successive years.[7]

---

[4] Ibid., p. N3, col. 8.

[5] Ibid., p. N3, col. 8.

[6] Ibid., p. N3, col. 8.

[7] Ibid., p. N3, col. 9.

Definition of Terms

Games - They are contests played according to rules and decided by skill, strength, or apparent luck.[8]

Reading Games - Exercises in reading that are appealing to the child.[9]

Board Games - Most of the classroom games are played using a gameboard method on which most of the action occurs.

Role-Play Games - These types of games are mostly used to teach the processes involving much negotiations, bargaining and compromise in general human interactions.[10]

Hybrids - Hybrid games are combination of the board and role playing approaches.

Educational Games - Games that help players reach desired educational goals.[11]

Instructional Games - Those games giving knowledge or information.

Simulation Games - A simulation game presents a model similar to a real-life situation, in which students are faced with problems in the adult world, where there are no winners or losers.

---

[8] Alice Kaplan Gordon, Games for Growth, Educational Games in the Classroom, Science Research Associates, Inc., College Division, California, 1970. p.9.

[9] Carter V. Good, (ed.) Dictionary of Education, 3rd ed. New York: McGraw-Hill, 1973, p. 474.

[10] Gordon, op. cit., p. 7.

[11] Michael Call, Teacher Made Games: An Adapter's Guide Reference in Promising Practices in Oregon Education. Oregon State Dept. of Education, Salem. Bureau of Elementary and Secondary Education, (DHEW/OE), Washington, D.C. 1975, p. 9.

Basic Vocabulary - The fundamental vocabulary is essential for effective reading common to all fields and subjects taught systematically through the basal reader.[12]

Sequence - The events of a story are given in the correct order.

Main Idea - A phrase or a sentence tells important information about the story or topic.[13]

Traditional Method of Instruction - A traditional method is exemplified by teacher presentation of instruction and strict adherence to the basal text.

Assumptions

1. The use of the reading games (activities) in the areas of vocabulary, sequence and main idea reading skills will supplement and reinforce the reading skills in the children's second grade text.
2. By utilizing the reading games (activities) this will help further improve and reinforce the reading of the third grade children in the writer's class.

---

[12] Good, *op. cit.*, p. 643

[13] Margaret Early, Robert Canfield, Robert Karlin and Thomas Scottsman, *Goals in Reading*, New York: Harcourt Brace Jovanoruch Inc., 1974, 2nd ed., p. T 94.

Limitations

1. Letters were sent to the parents of the children asking permission for their child to participate in the research project. This was suggested to the writer by the principal of the school. The writer had to wait until the children brought back their responses and this delayed the writer from administering the Comprehension section of the Metropolitan Achievement Test (Primary II, Form G) as a pretest to the children.
2. A small sample of children were used in the control and experimental samples in reaching important conclusions.
3. The writer was to administer the pre and post tests to the control sample at a time which would not interfere with the teacher's class activities.
4. Since very few copies of the Metropolitan Achievement Test (Primary II, Form G) were available in administering the pre and post tests to the two samples, the writer had to xerox individual tests for the study.

Summary

Since children from urban areas score lower on standardized tests and have greater deficiencies in reading than middle class children, it is the educator's role to find ways to motivate these children and stir an interest in learning.

Reading activities (games) if sensibly constructed and are meaningful to children they can supplement as well as reinforce skills previously taught in the classroom.

By utilizing reading activities (games) in the teacher's daily curriculum, children are easily motivated, more attentive, and are actively participating with their classmates in a learning situation.

The writer set out to determine whether or not the development and use of the reading activities (games) in vocabulary, sequence and main idea reading skills were helpful in further improving and reinforcing the reading of third grade children as compared to the control sample taught by the traditional method of instruction.

Chapter 2

REVIEW OF LITERATURE

In the review of literature the history of game is discussed and the important uses for military, business and educational purposes. The types of games and their significance for slow and gifted students are discussed.

Studies by a variety of educational experts either supporting or opposing the use of games in the elementary school classroom are cited. A selection is devoted to the reading comprehension areas of vocabulary, sequence and main idea skills. A concluding section discusses available research for the future and the importance of games in today's education.

Definition of Games

Games are contests with certain rules to be followed and the purpose is to win the game.

Abt states that "Games may be important without being serious, interesting without being humorless, and complex without being a source of frustration."[1] Gordon states, "A game is essentially a simplified slice of reality. Its structure reflects a real-world process that the designer wishes to teach or investigate; the game serves as a vehicle for testing that process or for learning more about its workings."[2]

History of Games

One associates a game with fun. Games that are fun are incompatible with activities that are serious. The use of games for education, training, research and planning come from some basic observations about entertainment games. The game of chess which was developed over 2,000 years ago was a representation of war. The game of monopoly began in the depression era of the 1930's and this related to the people's thinking about how the economy worked. Although the games were fun, they combined both the world of reality and make-believe.

---

[1] Clark C. Abt, Serious Games, New York: Viking Press, 1970, p. 10.

[2] Alice Kaplan Gordon, Games for Growth, Educational Games in the Classroom, Science Research Associates, Inc., College Division, California, 1970, p. 9.

War Games

The Germans were the first people to use war games for research and training purposes. By experimenting with strategies in different situations, the effectiveness of alternative war plans could be tested at almost no cost. The games gave officers additional training in analyzing military situations and helped sharpen their decision-making abilities. An effective laboratory for war had been developed.[3]

During the second world war games were used to find effective and quick solutions to very pressing and difficult problems.

Business Games

After the second world war, the game technique was used in the area of business. Games gave the businessman a chance to test various decisions under various conditions. Hence, the businessman could easily evaluate the decisions he made in a few hours instead of several years in which financial problems may occur.

Games are useful when dealing with human interactions in-business situations. Gordon claims that games reduce the cost of experience by providing opportunities to practice, to learn by doing, to make mistakes and profit by them all with very little expenditure of time and money.[4] Games can also be of value when dealing with personal relations in industry.

One can state that games are a good technique or method for solving complex problems in business.

---

[3] *Ibid.*, p. 4.

[4] *Ibid.*, p. 7.

Games for Enjoyment

Games have been used for centuries for instructional and entertainment purposes. Game-like devices and activities have been utilized by many cultures throughout the history of mankind. In today's society, games are enjoyed by people of all ages. Games come from various academic areas. They are available at different levels of reality and relate to many social and cultural uses and concerns.

Educational and Instructional Games

The uses of games in the classroom falls into two categories. The first use of educational games was developed to help children in developing skills and learning course material. The second category of games was developed to give instruction in social or moral concepts.

Educational games have two basic patterns: board games and role-playing games. Most of the classroom games are played using a gameboard, on which most of the action occurs. Role-playing games are used mainly to teach the processes involving such negotiation, bargaining, and compromise in general interactions.[5] There are other types of games, called Hybrids, which are combinations of the board and role-playing approaches.

Instructional gaming materials have been accepted by many of the country's educators. Ball states that until the past decade, educators believed that "games whether they were produced locally or commercially, were frivolous, ornamental, and meaningless artifacts that detracted from the solemnity of educating our nation's youth."[6] Yet teachers still question the educational usefulness of games in the classroom and parents see games as a source of pleasure and entertainment for the family.

Definition of Educational Games

The question asked is, "What is an instructional game?" Brown defined an educational games as a "structured activity with set rules for play in which two or more students interact to reach clearly designed instructional objectives."[7]

---

[5] Ibid., p. 11.

[6] Howard G. Ball, What's in a Game? Columbus College, Columbus, Georgia, p. 42.

Erickson expanded upon the definition. He stated "organized social simulation is called gaming. An educational game is actually a model of a real process or situation."[8] He added that "good educational games emphasize thinking and planning instead of memorization."[9]

A study was done on a instructional game. It was seen as a tangible instrument which is related to and supports a certain instructional aim or objective. Recent research on instructional games has shown that games are more significant when they are utilized with different classroom experiences and activities.

Wittick found that "teachers experienced in using games report their best results when such materials are carefully incorporated into an overall plan involving coordination of a variety of study techniques and media."[10]

In many school programs the full value of games is now being studied for use in the classroom. Reports have been made in which games have been very successful in elementary school programs across the nation. The value of instructional games is now being studied; yet elementary school media specialists need to become more involved in evaluating the instructional impact of games on their students.[11]

---

[7] James Brown, Richard B. Lewis, and Fred F. Harcleroad, AV Instruction Technology Media and Methods, New York: McGraw-Hill, (fourth edition), 1975, p. 1:351.

[8] David H. Curl and Carlton W.H. Ericks, Fundamentals of Teaching with Audio-visual Technology, New York: McMillan, (second edition), 1972, p.2:95.

[9] Ibid.

[10] Charles F. Schuller and Walter Wittick, Instructional Technology, It's Nature and Use, New York: Harper and Row, (fifth edition), 1973, p. 587.

In implementing games in the instructional program, media specialists must consider the impact that games can have in shaping, changing, and increasing the student's humanistic and societal awareness and increasing the players interests and interpersonal relationships.

There are two major reasons for using game-like activities; that is, to encourage social interaction and to influence students' attitudes. Media specialists must evaluate games in reference to their instructional value. One must also have an efficient method for evaluating instructional gaming materials. "The teacher must determine how an instructional game is to be used effectively, under the conditions, supporting what kinds and levels of instruction, at what age and ability levels, and in what learning content."[12]

Assessment of Educational Games

A study was done using nine categories in assessing games. They are as follows: "(1) Instructional development; (2) skills development; (3) perceptual development; (4) development of social awareness; (5) pupils' readiness; (6) use; (7) design quality; (8) adaptability and flexibility; and (9) validation."[13] The process described in this study for choosing, using and assessing instructional games is a useful one. It can reduce problems educators must be confronted with in selecting and using purposeful gaming materials. This is a flexible process because it takes into account principles of learning, techniques for instruction, assessment of players, abilities and interests validation procedures and production and design methods.[14]

---

[11] Ball, op. cit., p. 43.

[12] Ibid., p. 44.

[13] Ibid.

[14] Ibid., p. 49.

A criticism of this study is the fact that the items presented seem to be too detailed and educators whose job is to assess instructional materials will not use every item to assess each game. One realizes that no game is perfect and that a game will always need some kind of improvement. Yet, if one keeps in mind the standards presented in the categories outlined here, the results will be more enjoyable and more productive.[15] Educators say that a variety of classroom games can be set up to meet student's educational needs.

Schubert states that the success of educational games in the area of language arts is associated to the satisfaction of children's primary psychological needs.[16] The social aspect is specifically discussed here. By using games children can freely express their emotions, win in competition, show their abilities, and attain ego recognition. By being involved with others the child gains security and satisfaction through this interaction.

There are definitely rewards of social participation which is the strongest form of motivation in utilizing games as a method of learning. Parents can also use games to aid their children in learning certain reading skills. Parents have emotional ties to their children, therefore, a formal method of teaching reading skills is rarely successful.

Parents tend to have much patience and by using game-like activities with their children, the results is that learning does occur.

Educators know that the teaching of different areas of reading cannot be dependent on games and children do not expect it. Yet, children do enjoy games to break up the daily work routine. A good reading teacher knows exactly when to utilize a game and why she is using it. Schubert concludes by stating that reading games should have an important value in an educational curriculum, but they must be used properly and have meaning to the children. Only a teacher who uses games to obtain worthwhile goals will find them of great value in a well balanced reading curriculum.[17]

---

[15] Ibid.

[16] Delwyn G. Schubert, "Reading Games: Why, How, When," Elementary English, Vol. 36, 1959, p.422.

Those who support educational games have seen them used in classrooms and have stated that they are successful. Yet, when one is asked to prove that games are effective and that they are better than conventional materials one is at a stand still. One must realize that little precise research has been found to prove that games are effective methods of learning.

As Boocock and Schild noted in Simulation Games in Learning, "The game designers are in the peculiar position of having a technology or applied science, before the theoretical science has been developed."[18] There are many reasons that describe why there is not precise evaluation available for educational games. First, there is the relative newness of the technique with a consequent lack of time for collecting data and developing systematic procedures. More serious is the problem of evaluating any technique in education. It is extremely difficult to establish experimental controls for the variations in the student test populations and particularly for the variations in teachers' personalities, methods and rapport with students. Hence, the important fact is that a measuring device does not exist. One point is clear; that is, standard types of tests are entirely inadequate for measuring whatever it is games teach. Present research is probably more significant for identifying the difficulties of evaluating games than for precise findings.[19]

Presently, various educational games are being made specifically, to integrate the entire curriculum. It is easier for the teacher to relate game and book learning, since they both are intended for the same use.

---

[17] Ibid., p. 423.

[18] Sarane S. Boocock and E.O. Schild, Simulation Games in Learning, Sage Publications, Inc., California, 1968, p. 150.

[19] Ibid., p. 151.

Simulation Games

Another term used in relation to games in simulation. Hence, all simulations are games, but not all games are simulations. The primary difference between a game and a simulation is that in a game there is a winner, yet in a simulation game a winner is not necessary.

Once can say that children and people learn things that are of interest to them. Learning occurs when a person can relate what is new to material that is already known. The emotional environment of a classroom is very important if learning is to occur. If apprehension is present, learning will not take place, even though a good imitation of learning will occur.

Simulation has become a very popular teaching approach and is used in many classrooms today.

The use of simulation had its beginning thousands of years ago during the early Chinese war games. Yet, in the eighteenth century military experts began to recognize the potential of games of strategy for the training of officials and for the study of military tactics.[20]

The fields of business and management in the United States developed many of the early nonmilitary simulations in education.

In the 1960's due to the publications and works of such well-known people as, James Coleman, Clark Abt and Sarane Boocock, they became attracted to simulations as being effective teaching methods in elementary and secondary schools. Due to these influential leaders, many students in American schools are using simulations in mostly all subjects and grade levels.

Many experiments have been done to measure the effects of persons actively participating in simulations. The results are mostly inconclusive and not clear. After research was done using simulation Cleo Cherryholmes concluded that:

---

[20] M. Eugene Gilliom, "Trends in Simulation," Education Digest, Vol XL, September, 1974, p. 57.

"Simulation does produce more student motivation and interest, but there are no consistent or significant differences in learning, retention, critical thinking, or attitude change."[21]

Since educators are looking for new approaches to include into the school curriculum, as with simulations, the goal is to have students become active participants in learning concepts to make learning more meaningful, to add variety to the school program and to change the teacher's role from that of a provider of knowledge to one of a leader and stimulation of ideas.

If students are to be confronted with the problem of society, they must become independent thinkers, comprehend the various aspects of problems, be given experiences in problem-solving and see how decisions and consequences relate to each other.

Simulation stimulates students to think for themselves as well as increase motivation in the classroom. They are beneficial since they aid students to develop necessary insights, attitudes and skills.

It has been stated that the public school curriculum is not relevant for society today or for the student. To make learning material meaningful to the student contemporary material should be included in the regular curriculum so as to promote greater motivation on the part of the student and to promote their being active participants in class sessions. Also, it is recommended that there be more individualization using this approach and have the students more involved by making choices and decisions in the learning process.

Simulation activities can be one answer to making learning relevant to the student. The use of simulations and instructional games are widely used by those teaching social sciences where the student has been mostly passive and the class lessons interesting.

There is definitely a difference between simulation and games. When playing a game the players are involved in a contest and are in competition with each other and the goal is to win the game. Simulation, on the other hand, is "a model of a situation...with reality simplified; it permits the operation on a specifically devised problem in a time-sequential method."[22]

---

[21] *Ibid.*, p. 58.

Advantages

Heyman states that the advantages of simulation games are as follows: "(1) They provide learning by doing; (2) they are enjoyable; (3) they motivate students to inquire further; (4) they recognize the significance of emotions in the learning process; (5) they give practice in communication; and (6) they support interaction between students and learning from each other."[23]

Heyman also believes that although the disadvantages of simulation games are few and of less importance, they must be carefully considered because they influence how a person uses simulations. The main disadvantages are: limited availability, the amount of preparation necessary, the problem of noise, and the need to integrate the simulation with other aspects of the curriculum.[24]

Although simulation games are new and have recently been developed, there may be a few available for one's particular age group. Even though this is a disadvantage simulation games can be used by a variety of age groups. There is a definite need for simulation games below the junior high school level. When teachers begin to use simulation games with their students, their role changes and teachers see themselves differently. The teacher must see himself or herself as the facilitator during these simulation games. The teacher may have some difficulty with being a good director and the students may not feel comfortable with the teacher's dual roles. The teacher's role in presenting simulation games to her students is challenged.

---

[22] Robert C. Maxon, "Simulation: A Method That Can Make a Difference," Education Digest, Vol. 39, March, 1974, p. 48.

[23] Mary Heyman, Simulation Games for the Classroom, Phi Delta Kappa Educational Foundation, Bloomington, Indiana, 1975, p. 17.

[24] Ibid., p. 19.

Heyman states that simulation games belong in open classrooms. They provide activity, they respond to students' interests, they do not fracture the content into subjects and skills, and they assist participants in reacquiring personally relevant knowledge.[25]

The use of simulation games has been valuable to the open education movement. In open classrooms, the use of simulation games has been shown most progress in the areas of reading, writing, math, science, and arts and crafts. More simulation games need to be developed for elementary school students in the future. Since the late 1960's simulation games have been greatly utilized in the classroom. Heyman states that "no matter what direction education will take, teachers and administrators should have at their disposal everything possible to make existing schools, and their own lives and the lives of the students, more humane. Simulation games can help them do all that."[26]

Through simulation games pupils can learn to anticipate and deal with certain situations before they are confronted with them in the real world. Since the simulations is not a real life situation the pupil gets immediate information about the consequences of his actions. Students can be put in a simulated simulation, so as to develop an understanding and empathy for persons living in different social environments. Simulation games mainly deal with decision-making processes rather than skills and concepts. Simulation games are useful in developing communication skills, persuasion, and influence-resisting methods.

Groups processes can be further studied by the classroom teacher in utilizing simulation games. The teacher is able to evaluate concept and social-emotional development. The teacher is able to tell what students are learning and how they see the world form the decisions that are made by the students. Simulation activities can be used with the nonreader as well as the culturally deprived and above average student. Another important and essential element in simulation games occurs when the class as a group can compare outcomes, methods or consequences of actions. On the other hand, faculty and students may concentrate on the game element and neglect the important concepts and skills that need to be developed.

---

[25] Ibid., p. 31.

[26] Ibid., p. 32.

Very few guidelines have been set for teachers at the present time. Guidelines need to be developed for deciding the maturity level at which pupils can play a game effectively and the qualifications or skills teachers need for conducting various types of simulation games.[27] There is a definite need for workshops and in-service training courses for teachers to learn to implement simulation activities. There have not been enough standards established to evaluate simulation games; therefore, more research is needed.

Summary

Although very little research is available, simulation games are no different from other materials in achieving certain learning concepts.

Keach and Pierfy state that "simulation games motivate students, modify attitudes, expand vocabulary, inform about structures and relationships of the "real" world, teach facts, and strengthen the problem-solving process. The claims tempt one to regard simulation gaming as a panacea for the various institutional challenges facing the teacher in today's classroom.[28]

The research on simulation games states that in general students respond with interest and motivation to games, that students learn content as well through games as they do through conventional methods and that opinions and attitudes are sometimes changed through the vicarious experience of a simulation game. Findings dealing with retention are mixed. Problem-solving and decision-making skills are learned as well or better through simulation.

---

[27] Marcella L. Kysilka and Virginia M. Rogers, "Simulation Games, What and Why," Instructor, Vol. 79, March, 1970, p. 95.

[28] Richard E. Whylie, Simulation Games: Facts and Fancies, 1974, p. 307.

Simulation games appear to teach winning strategies as well as knowledge of those strategies. However, whether or not this learning outcome is taught better by the simulation game method than by other educational approaches has yet to be determined.[29]

Learning Activities

Learning activities according to Carson and Dellosa, are essential for the following reasons:

1. Learning activities take the place of daily class seatwork and this adds to the variety of children's activities.

2. The use of learning activities in the classroom helps the teacher to meet the individual needs of her children in certain reading skills.

3. Learning activities motivate children who tend to become bored by daily routines.

4. Learning activities give children an opportunity to achieve success.

5. By working with learning activities children can immediately find and correct errors made. This is good reinforcement method and the child is not under pressure of receiving a failing mark as he learns a new skill.

6. Learning activities saves the teacher the time of marking piles of papers. Hence, the child can automatically check his work after he has completed a learning activity.

7. Learning activities can be kept by the teacher and used repeatedly in her classes.[30]

Learning activities should be used by the teacher for reinforcement purposes. Yet, teachers tend to use learning activities inappropriately. Children should not use learning activities when and if they complete their seatwork.

---

[29] Myron R. Chartier, Simulation Games as Learning Devices: A Summary of, Empirical Findings and their Implications for the Utilization of Games in Instruction, A Paper prepared for Workshop on Simulation Games, American Baptist Seminary of the West and Holy Names College, Fall, 1973, p. 8.

[30] Patti Carson and Janet Dellosa, Learning Activities, Throw Your Whole Self Into Comprehension, 1977, p.II.

The teacher should give learning activities to students who need help in skill areas in which they are weak. Thus, the teacher should be aware of the individual needs of her children in the classroom.

Learning Activities in the Classroom

Learning activities should be utilized in the classroom to meet the individual needs of the children. After the teacher has given her children a pre-test in reading, she should group all those children who are weak in a specific skill. She can give these children the help they need. This alleviates the problem of repeating learning material to students who already know the skills and do not need the teacher's help. The learning activities can now be used to reinforce reading skill areas to those who need extra practice.

The teacher must also decide which of three ways she is going to incorporate the learning activities into her classroom.

The first way is to put the learning activity directly on the child's desk. This would be part of the child's daily assigned seatwork. This activity is to be checked by the teacher or a teacher's aide when the child completes the activity. The child can check his answers himself if it is a self-checking activity.

The second way to incorporate learning activities into the classroom is to assign children to different skill stations. The teacher must make two charts which is an easy way of organizing and assigning a skill to each child. The teacher may also assign students to learning stations according to the reading groups they are in. The teacher must decide which method is easier for her own classroom setting. After the student has been actively involved in a variety of learning activities, a post-test should be given to the child to see if he has mastered the skill. If the child does not do well on the post-test the skill must be retaught and reinforced, utilized learning activities.

Another way of using the learning activities is to give each child his own prescription sheet. The child is given a sheet of learning activities which meets his or her individual needs. The child's job is to complete the activities assigned to him by his teacher. Thus, each child has a set of various activities to work on.

Activity Cards

Activity cards are also known as task cards, skill cards or whatever title one wants to apply. Activity cards serve many purposes. "They are used to provide practice, to introduce exploratory experiences related to children's interests, to extend or enrich learnings growing out of the curriculum, to reteach a concept, to review a set of basic skills, to provide high interest teaching materials that pupils look forward to doing, to provide activities that cross subject matter lines, to give children opportunities to assume responsibility and develop good work habits."[31]

Activity cards are valuable in every classroom for individual as well as group instruction. They can be utilized in a self-contained classroom and and open-classroom. Activity cards can be part of a learning center in certain subject areas and as a free-time activity. Activity cards are beneficial for a child who is having difficulty in a certain skill. Children generally like to use activity cards. Teachers must learn the different needs of their children. Yet, some children will need guidance in working with the activity cards, while others are able to work individually. In the long run the children will eventually feel confident in using activity cards and making decisions by themselves about how to proceed.

Importance of Games

It is essential that reading games be effectively integrated into a curriculum both from a theoretical aspect as well as from a highly pragmatic view. If reading games are sensibly devised, then they can be introduced into the teacher's daily schedule as supplemental activities, as well as for reinforcement of skills previously introduced.

---

[31] "Activity Cards in Reading." Instructor (October, 1974), p. 80.

In the Classroom

Games are excellent teaching aids for the classroom. They help to stimulate real life situations, add excitement to a lesson plan and help the student feel successful in the structured activity. They can be the main component of a creative, exciting and flexible learning center. By utilizing games students can work at their own rate, practice new skills, help to set future goals or understand difficult subjects in a simplified manner.

Games can be used in various ways. They can be used to introduce a new idea, help to increase interest and special attention can be given to the subject studied.

Games help to emphasize major facts as well as lighten up a touchy or serious subject. Thus, games help to open up conversation and students are able to speak more freely about the subject. Role-playing helps students discuss a sensitive subject, as well as learning how to deal with it and what resources are available to a person confronted with this particular problem.

Games motivate students to search and get further information about a subject studied in class.

Games help to review new concepts taught, as well as helping students to learn at their own pace. Thus, students develop a better understanding of ideas.

Games help students to become more attentive in the learning process as well as being active participants in the lesson. Short and simple games are excellent as "warm up" activities to a subject that the class is presently studying. Thus, a "guessing game" or a class game is beneficial, whereby everyone is able to participate as a group.

Games given at the end of the school day can also help students remember important vocabulary or phrases studied, as well as summarizing important facts about a subject.

Games help to increase enthusiasm and stimulate interest in the learning process. Class spirit and cooperation is also strengthened.

By having a large variety of games in the classroom the teacher is able to encourage and evaluate learning, help students to work independently as well as in a group and to add that certain excitement to class subjects.

Children spend a great amount of time on word recognition skills. The method used to introduce and reinforce these skills should be interesting to the children so that they will be motivated to learn. Distractions and lack of concentration will detract from learning. Thus, games designed with this in mind could be an effective teaching tool. Games should attract children's attention, challenge them to use their knowledge to respond, and lead them to arrive at an appropriate answer.[32] The traditional seatwork children receive daily neither attracts nor challenges to give correct answers. By active participation, games stir interest and excitement, and motivate children to answer questions correctly.

The use of games as a basis of education has been the transmission of knowledge by teacher to pupils. One assumes that the child is motivated to learn. The child's role in the past has been to be passive, accept what is taught and relate it to his or her needs. Now educators must realize that there is a definite need for relevance of knowledge.

In Simulation and Gaming in Education, P.J. Tansey and Derick Unwin state that games allow the child a large amount of freedom of action, and the instructor does not need to be involved nor does the instructor dominate the situation as one does in teaching a class.[33] Since children are more involved in games, and certain rules must be followed, the teacher's problems of control and interest are solved. The important elements of motivation and competition are essential and readily present. Games, also, do not force children into learning any factual material as in traditional methods one must remember what he or she has learned for future purposes.

---

[32] George Canney, Commercial Games Made Relevant for Reading, U.S., Educational Resources Information Center, ERIC Document ED 131 424, p. 3.

At Home

A study was conducted in 1973 to test whether the effectiveness of individually planned games used by low-income parents increased the reading achievement of their children. The subjects were 30 second grade children in the Seattle central area.

The Experimantal Treatment Group received regular school lessons with eight specifically made games that were played by the parent and child in the home during an eight-week period. The Internal Control Group received regular school instruction with the same teacher as the Experimental Group. The External Control Group also received regular school instruction with a different teacher and different classroom.[34]

A system of reading skills was incorporated into the learning games and these games could easily be adapted to the various differences of the children. A series of eight learning games was designed according to the reading skill needs of the children. These games were given to the parents, who played with their children. This study is important because it gives one information as to the effectiveness of parents as educators of their own children.

The pre and post tests used for the reading achievement were two forms of the Metropolitan Achievement Test, Primary Battery, which includes vocabulary, reading comprehension, and composite reading scores. To measure I.Q. two forms of the Peabody Picture Vocabulary Test were used as pre and post tests. The pre-tests of reading achievement (MAT Form C) were given to all three treatment groups.[35]

---

[33] P.J. Tansey and Derick Unwin, Simulation and Gaming Education, London: Methuen Educational Ltd., 1969, p. 72.

[34] Ibid., p. 72.

The parents played the games with their children for 30 minutes three times a day for a period of six days. After the eight weeks of games the post-tests of the MAT Form B were given. Later the staff gave the children the individual I.Q. tests of the Peabody Picture Vocabulary Tests.

It was concluded that the games used by lower-income parents to increase the reading achievement of their children were helpful and motivated reading, achievement, and increased I.Q. performances.

Advantages of Games

We consider games as something that children play. Yet, the military for centuries has used games for experiments in strategy.

Games have advantages as well as disadvantages. Some advantages are as follows: (1) Games motivate children; (2) children are encouraged to apply knowledge learned; (3) games are beneficial in decision-making; (4) the element of time is decreased; and (5) the instructor undertakes a new role.[36]

Motivation

Games relate to fun and fun is rarely related with academic learnings. Yet, since games in the classroom can be fun, they have a positive effect on children's motivation, and one can hardly argue against games as tools of teaching.

Games should relate to the material the teacher is teaching her class. Certain concepts must be developed from the games and the games must meet the reading levels of the pupils.

---

[35] Ibid., p. 10.

[36] Margaret Warne Moore, Games as Teaching Tools: An Examination of the Community Land Use Game, Center for Urban Development Resource, Cornell University, New York, 1969, p. 17.

Sprague and Shirts suggested that there is a need for education to enthuse people to help them learn how to learn, to learn to provide them with resources and aids so as to further their opportunities for learning.[37]

In a good simulation situation the participant assimulates the information given to him in order that he may play and win the game. Given a goal the student will seek information to achieve that goal, otherwise the student is not as likely to just seek information with no purpose. Winning is a relevant goal.[38]

Boocock feels that participating in a role playing game will make one more tolerant of those who play the role in real life. Simulation gives one the feeling that one can control the world around him.[39]

Simulation is a means to an end, an alternative strategy. It implies a structured situation which has been carefully prepared followed by a critique after the game of simulation has been completed.[40]

Decision-Making

According to Margaret Warne Moore, Games as Teaching Tools, games aid the student in decision-making activities.[41] In playing games, children can use all the information available to them and they are forced to make a decision. Children can also evaluate their own decision-making effectiveness with objective information by utilizing games.

---

[37] H.T. Sprague and R. Gary Shirts, Exploring Classroom Uses of Simulation, LaJolla, California: Western Behavioral Sciences Institute, October, 1966, Minieo, p. 22.

[38] James S. Coleman, Academic Games and Learning. Proceedings of Invitation Conference on Testing Problems, 1967, p. 69.

[39] Sarone S. Boocock, An Experimental Study of the Learning Effects of Two Games with Simulated Environments. American Behavioral Scientist, 10 (2), October, 1966, p. 12.

[40] Tansey and Unwin, op. cit., p. 22

[41] Moore, op. cit., p. 18.

Simulation is useful for the development of decision-making skills. (Structured, programmed, feedback can be built in and the participant benefits from being an active participant.) Since the participant is a part of the situation, he can see the whole of the situation. He learns that his decisions depend on the whole of the situation.

Schild feels that participation builds motivation and gives purpose to learning. Hence, facts and skills need to be learned and are made easier with games. Simulation supplies contingencies for application of learning. The development of hehavior patterns or skills is positively reinforced by success.

Simulation takes learning out of the distraction and makes it a participating skill. It involves learning by doing and gives experience with human reaction, interactions, and emotions. Skill is acquired through practice and it enables the participants to learn facts, processes and alternative strategies.[42]

Abt found an additional advantage of simulation, that is, the acquisition of skills and knowledge provides laboratory experiences for learning from mistakes. It can accelerate training and show the effects of decisions quickly. It also provides on the job type training.[43] Perhaps simulation is most beneficial to underachievers who are usually the undermotivated in the schools. It makes them enthusiastic and gives them motivation.

Attig found that all reported inquiries on simulation and its effectiveness agreed that simulation is more enjoyable and more stimulating than other techniques that have been compared with it.[44] There is a certain amount of competition which is built in and some feel that this competition has an adverse effect. But few can say that the activity suffered because of it.

---

[42] E.O. Schild, "The Shaping of Strategies," American Behavioral Scientist, 10 (3), November 1966, p. 157.

[43] Clark C. Abt, "Twentieth Century Teaching Techniques," reprinted from The Faculty, 30 (1) August 1966, p. 13.

[44] John C. Attig, "The Use of Games as a Teaching Technique." Social Studies, LVIII (1), January 1967, pp. 25-29.

Simulation also affects social settings. The teacher is no longer judge and disciplinarian. The control is more with the student. The children are more involved and there is more talk, more movement and less disruption. The teacher does not need to evaluate and state a winner.

A discussion should follow after the simulation activity. Why not bring them the situation now, and let them participate in it.

Knowledge and Skills

A study was also done on the usefulness of games as teaching aids using the following three hypotheses:

1. Educational games can serve as useful teaching aids in introducing and reinforcing knowledge, attitudes and skills in language arts, arithmetic, and social science.

2. Educational games can be used effectively for purposeful learnings in grades one through twelve.

3. Educational games can capture, hold, broaden, and deepen the interest of pupils.[45]

Approximately one-hundred educational games and devices were chosen for this study. Hence, commercial, non-commercial and self-made games were used in this study.

Sixteen teachers from public schools used the games with their children and a questionnaire was given to the teachers for evaluation of the game.

It was concluded that in this study all three of the hypotheses tested were correct.

---

[45] Mignonette Harrison Mountain, Educational Games for Classroom Use, (unpublished Ph.D. dissertation abstract, Penn State University, 1961), 190, p. 1873.

In utilizing the questionnaire the one-hundred games were benefical in introducing and reinforcing certain academic subjects. The games were beneficial in all grade levels (one through grade twelve) and the students showed great interest in ninety-seven of the one-hundred games used in this study.

The teaching profession has greatly benefitted from this study. The one-hundred games utilized have given much useful information to teachers in using the learning games with their children.

Disadvantage of Games

As for the disadvantage of games, one can say they are expensive, much time is needed to develop them, and there is little evidence to prove if games really do teach anything.

Games also present problems for the teacher. There are children who do not like to be involved in direct competition with their classmates. In creating self-made games teachers also have certain problems. The instructions may not be clear, directions may be too difficult, and the timing may be poor.

Educational games must fit into the teacher's classroom and into certain academic subjects. These are hard things to do and sometimes the games have to be altered after they have been made.

Teachers must plan carefully when contructing games for their students.

Their is really no proof as to whether games teach facts, teach values or encourage children to think more critically.[46]

Many professional texts and journals present a variety of reading games as motivational tools for learning and reinforcing skills related to reading ability.

---

[46] Tansey and Unwin, op. cit., p. 75

Teachers have the belief that reading games do have some positive effects and they keep students reasonably occupied in class.

The authors of this article have some serious doubts about utilizing reading games in the classroom. It is doubtful that games teach or reinforce reading skills. They seem to be quite inefficient uses of instructional time.[47] As to whether or not reading games are a good motivational technique, this remains to be seen and limited to those students who win the game.

Before students participate in reading games a specific concept must be learned before entering the competition. This is true only if the player involved in the games is to some degree successful. A sight vocabulary checker game is discussed as an example. In this game, the child may move to a certain square in the game only if the word is pronounced correctly. If the child does not know the word he is unable to move to the next square. Hence, learning comes before the game is played and does not occur as a result of the game.

On the other hand, checkers requires higher level thinking skills in order for one to play well. By limiting the game to "sight vocaulary checkers," skills such as making predictions, planning strategies and making choices is discouraged.

It is essential that teachers first evaluate reading games to see if the students are to be successful, thus previous knowledge is required. If certain learning material is to be mastered by the students, which is definitely a factor here, then students can play the game and have some means of success. The authors state that not every reading game involves previous knowledge learned, yet most games do. When this is the case, reading games are not effective teaching tools.

---

[47] Richard L. Allington and Michael Strange, "The problem with reading games," Reading Teacher, Vol. 31, No. 3, December, 1977, p. 272.

Since the authors assume that games do not teach, it would appear that they can be used efficiently and effectively for reinforcement purposes.

Another topic to be discussed is whether or not reading games provide motivation for students. The authors state that reading games probably do provide motivation, but only for the player who wins the game. It is obvious that there are more losers than winners in a game, even if the teacher stresses that all the participants in the game are winners. Another factor to be considered is that games have players competing against one another rather than pitting the student against him or herself. Thus, the motivation is related to one player being better than his opponent rather than extending oneself.

The goal of education is to make reading rewarding for students. When teachers have taught an important concept to the class students should be given meaningful material to read. Most of the time reading skills used in a game are presented in isolation, rather than applying those skills to a real life situation. It is not recommended that reading games be eliminated from classroom activities, but that games be carefully evaluated before being included in the teacher's daily lessons. It is also important that strategies be sought that are efficient, provide motivation and require integration of component skills into the process of reading.

Why Play Games

According to Piaget and Bruner the learning process continues both in and out of the classroom and the "play element" is essential in child development.

Preparation for Life

Bruner has observed children as well as the young of various species, and he suggests that much of their time must be understood as practice in order to cope with the environment. Thus, Bruner and other educators agree that games are necessary in the classroom as a source of motivation in learning.[48]

Bruner believes that by using strategy games children will become aware that our society has a structure which is not one fixed position.

Games help students to become actively involved so as to improve social organization. Bruner continues that one cannot state how successful these games will be, but that we must try. Children also become active participants in the process of learning as players instead of spectators.[49]

Abt states that "educational games help use the children's way of seeing things and the children's concrete way of thinking is translated into a sequential order of dramatized possibilities that aids in expanding his awareness of hypothetical alternatives and basic important relations.[50]

When games are used properly they are beneficial to the learning process and games aid in supplementing other educational programs making abstract content in the textbooks real, meaningful and much more vivid to students.

As we observe children in their play, we note some basic principles of learning developing. Children like to imitate various adult roles, such as teacher, parent, truck driver, or librarian in different play learning situations. This increases the child's understanding of relationships and functions in the real world. Pearl Zeitz states that Piaget reminds us it is in the context of social interaction that the child becomes aware of the validity of his own thinking and emerges as a learner.[51]

---

[48] Jerome S. Bruner, Toward A Theory of Instruction, Bellnap Press of Harvard University, Cambridge, Massachusetts, 1966, p. 118.

[49] *Ibid.*, p. 95.

[50] Clark C. Abt, "Games for Learning" Occasional No. 7. The Social Studies Curriculum Program, Educational Services, Inc., Cambridge, Massachusetts, 1965, pp. 20-21.

[51] Pearl Zeitz, "Reading - The Name of the Game," Reading Teacher, Vol. 28 March, 1975, p. 545.

Teachers should carefully observe their children's daily activities, so they can "meet them where they are" and supplement their play with teacher made materials, and basic reading skills, which can become part of the children's dramatic play.[52]

By applying these principles to the process of reading, it shows that one should give students a variety of manipulative experiences, that would relate to the abstract process of learning.

Reinforcement

Games should be used in reference to drill and reinforcement. Zeitz states that games should be available optionally to children because they have a respected and orderly place in the classroom.[53] By having a variety of game-like activities in the classroom, the child will select those games with simple directions so they can play by themselves with very little teacher supervision. This gives the child a feeling of accomplishment and achievement. Children six or older begin to realize that certain games are games of chance, while others require greater skills, as well as other games which combine both chance and skill. These include not only certain reading skills, but strategies of awareness and observation and the use of visual memory, all of which can be applied to more refined reading and card playing skills.[54]

Today there are many commercially prepared games available for teachers. The teacher should consider making some of her own games and activities. The teacher best knows her class and the individual reading needs, and she can make her own games to the weaknesses of her students.

---

[52] Ibid., p. 546.

[53] Ibid., p. 547.

[54] Ibid., p. 548.

Whenever a skill has been taught and further reinforcement is needed games are an appropriate teaching tool. Although there are exceptions to be made, it is not a good idea to use games when teaching new concepts to the class. Since teachers devote much time to reinforcing material that has been taught, games can be useful to aid in this process.

Since rules for games are to be meaningful, they can, when necessary be revised. Yet the more rules are followed in a game, the better the possibilities are of developing good games.

Certain rules are essential when making classroom games. They are:

1. The game must be enjoyable.

2. The learning material of the game must be within the range of the abilities of the students. The game must not be too simple or it will not be challenging and if it is to complicated the players will become frustrated and the game will not be enjoyed.

3. The game should be made so the academic abilities of the players are closely related.

4. The game should have an element of risk so that there is excitement and variety to the game.

5. Everyone must be involved who is playing the game. One must be reminded that the purpose of the game is for the students to have the opportunity to practice what they have learned.

Not applying the rules to a game could result in a poor game. Once again it is important that winning the game is not the major goal and that all the students involved in the game must be active participants if the game is to serve a purpose.

It is important for a teacher to know when to remove a game and to replace it with another more appropriate, one that meets the needs of the group or individual. Most devices and games can be adapted to new levels and concepts as they appear in the reading program, as well as to other subject areas, such as math and social studies.

Zeitz states that learning does not have to be the drudgery of dull lists and copying work from the board. The materials made should reflect the adult's sensitivity to the children's cultural background and diversity, as well as their intellectual developmnet. No commercial game can provide for these needs as well as the teacher can and should by making materials that provide review and reinforcement for a variety of skills at all levels.[55]

Gordon states that games are not a cure for educational problems, but they are flexible so as to satisfy many educational objectives, which few media can do. If games are used for certain purposes, they can provide more rewarding experiences, than conventional methods of teaching.[56]

According to Gordon, educational games cultivate a flexible approach to problems because there is no single correct outcome nor is there one best strategy. Gordon emphasizes that games obviously cannot and should not be used for all instruction; but they can play a key role in synthesizing a vital complex issue.[57]

Slow and Gifted Students

Games are of great benefit to slow learners. Many of these children have problems in the classroom, such as short attention span, they receive little achievement, they have poor relationships with teachers, written ability is poor and motivation is a problem.

Games are less threatening to slow learners and they tend to be more adept in these activities than their classmates. The important fact is that games give the slow learner an opportunity to be successful in the classroom.

---

[55] *Ibid.*, p. 548.

[56] Gordon, *op. cit.*, p. 18.

[57] *Ibid.*, p. 42.

Slow students become active participants with the above average students and both groups learn from each other. Abstract learnings that were foreign to the student become an essential part of his individual experience.

Farran believes that pupils learn by experience and that games are valuable and aid the pupils in putting the knowledge attained into effect immediately. Games aid students in comprehending material learned in a much more meaningful setting. Games definitely are of value to slow learners, since other methods have failed to be successful. To children games represent an orderly system which rarely changes and they are able to cope with.[58]

For the gifted children, they are free of classroom difficulties and games stimulate them to go beyond knowledge learned.

Reading Centers and the Reading Teacher

The major concern of reading teacher centers is to help improve the reading ability of each student, yet most centers do not meet this objective. For a variety of reasons, many students are unsuccessful in learning to read. This is a serious problem. Most students who have problems reading are constantly given reading activities which are frustrating. Students who do not have successful reading experiences may develop personality problems, which may effect future academic progress and create a negative self-concept.

The job of the reading teacher is to find ways to improve methods and techniques in reading that have not been successful. It is important that slow learners are motivated so as to have successful reading experiences.

A program was developed by the Auburn University Reading Clinic for slow readers who have not been successful in reading. The students were between the ages of seven to 16.

---

[58] Dale C. Farran, "The Effects of Hopkins Simulations on Underachieving 8th Grade Boys," Simulation Games in Learning, Sage Publications, Inc., Beverly Hills, California, 1968, pp. 8-10.

The students met individually or in small groups under the direction of an undergraduate or graduate student and under faculty supervision. The students met after school for two hours twice a week.

The following techniques were found to be somewhat successful with the students, many of whom were reading at a primer level or lower.

1. Remove obstacles which impede learning.

A student who has reading problems is given a carefully planned diagnosis which shows the major difficulties in reading.

The strengths and weaknesses should be discussed with the student and specific corrective activities and instruction given. Thus, as the problems become fewer the student usually begins to show an interest in reading.

2. Provide materials of high impact.

To increase motivation in reading and to overcome problems, students should be aware that books can be exciting and full of adventure. Thus, the student should select his or her own book.

3. Provide individual and small group activities.

Before meaningful reading instruction can begin, the student must have total confidence in the teacher. Some students would rather work on a one-to-one level with the teacher because they are afraid to let their peers know of their reading difficulties. In a small group setting informal discussion sessions are held and the teacher is able to accept and relate to the student's needs individually.

4. Self-concepts are to be charted.

Students and teachers are given cards from "very happy" to "very sad" to show how they feel before the reading session begins. Thus, the expectations and reading activities can be adjusted during the session. At the end of the reading session it is gratifying to recognize that, when a student moves his card from "very sad" to "happy", the reading was enjoyable and beneficial that day.

5. A simplified behavior modification program.

The teacher and student draw up a contract where the student agrees to complete a certain amount of reading activities. Rewards can also be given for certain parts of the contract that the student has accomplished.

The reward system should be carefully studied before being used in the reading sessions.

6. Innovative uses of space and materials.

The learning space should be as attractive as possible-a place where students want to come and read. Couches, sofas, rocking chairs and rugs are a "must" for reading centers. Quiet places can be set up using large cartons for students who want to "get away for a while."[59] By rearranging the classroom learning can be an enjoyable and rewarding experience for students.

7. Enjoyment of reading must be stressed.

To make reading enjoyable teachers may have to spend less time on instruction of mechanical skills, as well as teaching rules, and drill utilized only for individualized exercises. Students should be given various experiences stressing recreational reading with few book report assignments. Students need to be given a specific time daily to read for enjoyment. This is done in many schools today and the students look forward to this recreational period.

8. Success and touching.

Slow readers must be constantly given reading experiences where they are successful. The student's attitude that he or she "can't read" must be removed immediately. Successful reading experiences must be met by the student at a very basic level. Many students need that reassurance and the personal physical contact with the teacher. Students who have been educationally "hurt" through past school experiences (many times in reading) need accepting, loving, adult contact.[60]

---

[59] Lynda H. Craft and Ronald G. Noland, "15 Approaches to Motivate the Reluctant Reader" Education Digest, Vo. XLI, No. 7. March, 1976. p. 49.

9. Experience in Language.

An excellent highly motivating activity is one which is built around an activity that is exciting, such as making a model car, developing a new hair style, making popcorn and other cooking activities. Classroom discussion where students are active participants will bring out important concepts that can be dictated by the students to the teacher and written on a language-experience chart. Thus, the students can write their individual stories into their own booklets. Their stories can be tape recorded so that their classmates can listen to it as they read it.

10. Student authors.

Stories that students have written throughout the school year should be "published," copies are made of the stories for the school reading centers and sent home to the parents.

When students write stories, pictures should be made to go along with their stories. Students may share their stories with classmates.

Students may also be encouraged to write a play. Students can select classmates to act in the play. This is an excellent motivating activity for a student author.

11. Aural experiences.

Many students who have reading problems rarely get to hear "good reading." They need to hear someone, especially their teacher, read aloud so that they can learn to appreciate such things as even flow, observation of punctuation, phrasing and symbols.[61]

---

[60] Ibid., p. 50.

12. Positive control.

Most students need to be loved, accepted by the teacher and need strong positive control and guidance. When behavior problems occur, the teacher must remind the student in a firm manner of the goal for the day. Teachers must help students, who tend to daydream and are uncooperative, out of their isolation so they can participate and have successful experiences in reading.

13. Goals that are realistic.

Although it is difficult to give a set date when a student will accomplish certain skills and concepts, a teacher must check the progress of the student regularly and make adjustments in the goals, if necessary.

14. Use of Games.

Although students do not learn totally through games, certain games can be used in the classroom following specific guidelines. Thus, games should help students achieve goals, they should be used with learning experiences to enrich or give extra reinforcement. Game direction should be simple and clearly stated; as well as giving the brighter student and the slower student a chance to win. Games should be self-competitive for the student and include self-checking methods. The most important factor is that the students are active participants and concepts are learned using the games.

15. Record keeping.

The teacher with the student should meet and develop a record of the student's progress in reading, either by making a vocabulary booklet or charting books read. The student should meet regularly with the teacher to update records and make goal adjustments.

---

[61] Ibid., p. 51.

Although there are many ways to motivate a student to read, these above methods incorporate a suitable blending of skills and teacher personality; they concentrate on the needs of children; they are flexible in classroom setting and materials' and have been succucessful in the development of students who want to read.

The important question is, are games more effective than traditional classroom methods?

According to Langemann, there are not really any formal studies that prove this. Educational discoveries move slowly and thus far only about ten percent of our nation's school students have been introduced to gaming activities as a method of instruction.[62]

Boocock believes otherwise, "Resistence to games come mostly from the more authoritarian educators who cannot believe that youngsters can learn and have fun at the same time."[63]

Using Games in the Classroom

Games can be used as a means to reinforce a variety of reading skills.

Gans states that the way students manage their own learning tells us that games are important. Thus, the teacher uses games as reinforcement to skills introduced in the classroom.[64]

Shankman, who has observed various classrooms, found certain elements in games which were best liked by students. They are as follows:

1. Directions for classroom games were clear, easy enough to play and needed little teacher supervision.

2. Games were a source of enjoyment and the children developed a sense of gratification.

---

[62] John Kord Langemann, "They Play to Learn," The PTA Magazine, June, 1968, p. 21.

[63] Ibid.

[64] Roma Gans, Common Sense in Teaching Reading. Indianapolis: The Babbs Merril Company, 1963, p. 86.

3. Games make children eager to learn and helps them to build a better self-image and morale.

4. Younger students need to have immediate success and respect of games, rather than acquiring fast achievement.

5. Games aid in testing a child's adequacy, if he was competing with himself to improve his own record.

6. Older children participate in team games which stimulates cooperation among them.

7. The use of action games added an interest to learning and satisfied various primary psychological needs. Thus, learning was successful while formal learning was reinforced.[65]

Shankman lists the important characteristics of games that are utilized in the classroom. They are as follows:

1. Games should have value in reinforcing or teaching a reading skill.

2. The directions of playing should be simple and should not diminish the importance of the skill it is supposed to reinforce.

3. Games should have a definite aim, be relevant to the students and enrich a classroom goal.

4. Students should have the chance to be leaders in a gaming situation and the game should be self-checking.

5. Games must meet the individual needs, abilities, and interests of the participating students.

6. By observing students in a game, a teacher can get a better understanding of her students.

---

[65] Florence V. Shankman, "Games Reinforce Reading Skills," Reading Teacher, Vol. 22, October, 1968-May, 1969, p. 263.

7. The element of good sportsmanship should be developed in classroom games.[66]

The Use of Teacher-Made and Commerically Prepared Games in Education

Even though money is a problem, teachers are always in need of a variety of educational games, to reinforce learned concepts. A teacher can develop her own set of games inexpensively and a place to store them. Games can be made using file folders, labeled properly and placed in a file cabinet or box. Students can use the educational games as a supplement to previously learned skills and can get the particular game with little difficulty.

Although many of these games are board games where different objects are moved until the player wins the game, one can use specially sized pieces of oaktag (cards) instead of dice or a spinner in these games. When a student gives the correct answer, one can move one space on the file folder game. Since the cards can be used with other games, the student can make his or her own set of game cards. Since children of different academic abilities have an individual set of cards, they can play the same game and have an equal chance to be a winner without being in direct competition academically.

Yet, many do not share the same learning principles utilizing games in the classroom. The author is concerned as to whether or not the games used are for fun and if they relate to education. If the children learn and the game is fun than the two goals are accomplished. A distinction must be made here. If the goal of the game is having fun, than the concern is to develop, the students competitive skills. The goal of the educational game is to learn a specific skill or reinforce previously learned concepts. Thus, some of the elements of "fun games" should not be related to learning games unless these are the certain characteristics the teacher is trying to reinforce.

---

[66] *Ibid*.

Although a minor aspect of playing a game is having penalties, this makes the game more interesting and helps the student become stronger in dealing with frustrations in one's life.

When making file folder games for the elementary level, the teacher as well as the student can become active participants in this project. This increases motivation and it is the students own creation. Yet, it must not be a long drawn out process but balanced to the activity.

To make educational games the teacher should select ideas either from the student's favorite reading books or from their favorite television shows.

Another factor to consider is that the design of the game should not totally obscure the learning concepts.

If a child plays the game with other children, it is important that one of the children knows the answers, thus reinforcement is in its last stage.

Although board games and how they relate to education are being used by the classroom teacher, it must be remembered that problems with creating games can be avoided and it is essential that basic rules will make them successful, provide learning and be enjoyed by the students.

Making games more relevant for reading

There are many factors that can seriously limit the effective use of reading game activities.

In using commerically prepared reading games the range of skills covered is usually too broad, therefore if short vowels were taught they would have to be presented all together, before the game can be played without the teacher. On the other hand, by the time the game is played the student probably knows the material learned quite well and reinforcement is not needed. If the game is played before the content is presented, then the student is probably frustrated. The student loses a turn because of incorrect answers, which results in a loss of self-confidence and an unwillingness to play the game.

Games involving an entire reading group whether using teacher-made or commercial games may not be too valuable instructionally. If the reading game is introductory or used to review material, it is not likely that everyone in the reading group needs reinforcement on the same skills at the same time. Also, if the skills are printed on the gaming materials, then the game cannot be used too long by certain students before these skills are mastered. Therefore, it is necessary that more games be made.

Much time is needed in making reading games and one needs to have some artistic ability. Teacher-made games are usually not too attractive and the cost of paper, colored pens, gaming materials and laminating takes time. The cost of making games is usually just as much as purchasing commercial games.

Observing students in gaming activities is difficult and most games that are used for practice or reinforcement should be played independently.

Although games are competitive in nature this usually increases the students efforts. Since the skills have previously been introduced and incorrect answers are quickly corrected, games do not generally test what a student knows but confirms what has been learned. Reading games concentrate on the students strengths and help them see the progress being made in reading.

As students of various reading levels are encouraged to work together opportunities for learning are increased by the teacher. Thus, students can help each other improve their reading and students can see that they can get help from both teachers and their classmates.

The use of games will not only help students progress independently in reading, but will provide an enjoyable alternative to more traditional seatwork activity.

Reading Comprehension

Comprehension is the most important aspect of reading and teachers must have a thorough understanding of this process. Research has found that it is difficult and confusing to select the necessary steps in mastering the comprehension skill. Very little is known about this process and there are many opinions as to what comprehension is and how it should be taught.

Vocabulary

Vocabulary development is one of the most difficult reading skills to teach children. Although vocabulary development is an essential reading skill, teachers must decide which words children need to learn and what techniques they will use to stimulate students to learn.

According to Dale, teachers are so preoccupied with improving the quality of their children's reading that they are ignoring vocabulary. Hence, teachers are so concerned with children pronouncing vocabulary words correctly that the teaching of words meanings has been neglected.

Dale believes that one should teach all of the communication skills when teaching vocaulary to children. Children also learn words according to personal conceptual systems, and the development of vocabulary should be seen as concept building. What needs to be emphasized is the grammatical parts of vocabulary words and the words should be used in different reading contexts.[67]

---

[67] Edgar Dale, "Vocabulary Development: A Neglected Phase of Reading Instruction," A paper presented at the seventeenth International Reading Association Convention, Reading Teacher, Vol. 27, No. 4, 1974, Educational Resources Information Center, ERIC Document ED 063 597, 21 p.

Aaronson agrees with Dale's views on the importance of vocabulary development:

"1. The concept of core vocabulary should be retaught due to the rapid change in our language and society;

2. A formalized structural vocabulary development program is highly desirable;

3. Despite many existing informative media, it is necessary to reintroduce students in reading as a major avenue of information; and

4. The students should be carefully introduced to the best stories written today to rekindle in them an interest in words and reading."[68]

According to most psychologists vocabulary is the most reliable measure of intelligence. Words are tools of thought and without using the exact word, one can only express emotion, not coherent thoughts. Research has found a high correlation between vocabulary and comprehension. It has been stated in studies that students, who are average or above average in intelligence profit more from vocabulary study than those who are below average in intelligence.

Students learn words better if they have an immediate need for them and it is best to use different methods of teaching vocabulary, than the use of any one method.[69]

Sequence

It is very important for children to be able to keep thoughts and things that happen in a sequential, logical order. This is essential in establishing a form of comprehension. The skill of putting happenings in a logical order is studied at a simple level in the elementary grades; yet it is continually growing and developing as the student forms other relationships which can be sensed and organized as he moves ahead in the educational system. The child develops the skill in a variety of ways. A good and easy way for a teacher to help children learn to follow a sequence of events is to begin at the listening level. The teacher can lead discussions, which lead to experiences children have had, such as going on a trip and putting pictures that tell a story in sequential order. Another way is by putting the daily class activities in sequential order. These activities should constantly be done with the teacher in her class before the children are taught to read.

---

[68] Shirley Aaronson, "Vocabulary Instruction: Challenge of the Seventies." A paper presented at the National Reading Conference, Educational Resources Information Center, ERIC Document ED 058 16, 8 p.

[69] Comprehensive Skills, Unit 3, Morehead ABE Teaching Training Institute, U.S. Edcuational Resources Information Center, ERIC Document ED 101 188, p. 22.

Main Idea

The most important of all reading comprehension skills is finding the main idea. Without it, the reader gets lost in a mass of detail, inspecting trees but unable to see the forest.[70] To find the main idea one must utilize three important factors, namely, comparison, judgment and discrimination. Due to this, finding the main idea is easier for the bright student but very difficult for the slow learner, who is more likely to be successful working with details. Reading of this sort is usually done at a fast rate, yet not inaccurately or superficially. Finding the main idea is a difficult skill to acquire, partly because attitudes do to emphasize upon remembering details have tended to become habitual.[71]

Students can be given exercises to guide them in finding the main idea. Exercises may be given in relation to the role played by introductions, conclusions, topical sentences, headings, subheadings, as well as newspaper headlines.

---

[70] Morehead, op. cit., p. 6.

[71] Ibid.

In discussing these certain areas with students it must be made clear that they must read the entire article and not just these certain sections studies in getting the main idea. It is important that students read the entire article, so as to clarify concepts and to acquire a thorough understanding of what was read.

Many students do poorly in finding the main idea for many reasons. First of all, they are not taught to listen effectively to recognize the central thought. Second, there is sometimes overemphasis on intensive study of details which are not always significant. Students are required to read every word as though each one were of equal value. They are not taught to grasp significant details that will enable them to gain a clear idea of what a paragraph is about and to discard all irrelevant details. The skill of finding the main idea must be developed gradually. Students must be encouraged to let their eyes jump along the line to get more from whatever words or phrases their eyes meet, rather than to try to see every word and get every idea in each line.[72]

When teaching the main idea, one must teach the difference between general and specific ideas. As students select the central idea in a paragraph one assumes that they comprehend the important adverbs and pronouns which are the keys in choosing the main idea.

Available Research on Games Used in the Classroom

Although much literature has been reviewed, it was found that there is little or no research relating to the use of word games in reading. A study was made using "Seven Word Games" with beginning readers in various situations. This was a pilot study done from April 1970 to November 1970, and included nine first grade classes of about 270 children. The word games were used during ten school days as an enrichment of the reading program for 65 first grade students. A third first grade teacher worked with 24 children using her regular reading materials. This was done within a two-week span. Hence, during the two-week period none of the teachers used word games and the same basal reading series was used in each of the three classrooms of the entire study.[73] Certain criteria were used for constructing and using the word games. Eight steps were involved in making the games. The "Seven Word Games" had to have a purpose, and be attractive, flexible, appropriate in age, easy to understand and constructed so that small groups of two to four children could play the game.

---

[72] Ibid., p. 9.

The results showed that there were no significant differences as to those who used the word games and those who did not.

Other research has stated that learning games do motivate students and that they are a positive factor in the growth of children's vocabulary. One can say that there is a great need to do more research in utilizing learning games as teaching aids in our classes.

Another study was done to find out how well first grade students learned sight vocabulary words that were reinforced utilizing an innovative game approach.

The main purpose of the research was to examine whether active sight vocabulary games or traditional sight vocabulary worksheets caused any increase in recognition of sight vocabulary.[74] The participants were 128 girls and 146 boys in 30 first grade classes in Washington, D.C. elementary schools. Teachers were placed in one of the three areas, passive games, active games, and traditional games. The children were given 48 sight vocabulary words from the Harris-Jacobson Core Vocabulary tests, utilizing the pre-primer, primer and first grade levels. The children were given two new words daily using the same techniques for the three test groups.[75]

---

[73] Anderson, Ph.D - Effect of Seven Word Games on the Sight Vocabulary Retention of First Grade Students, 1971 (Dissertation Abstract) Order No. 72-5633, p. 5633.

[74] Dolores Pawley Dickerson, Sight Vocabularies, (unpublished Ph.D. dissertation abstract, University of Maryland, 1975), p. 2677.

A ten-minute activity was done in the morning, following a twenty-minute period of the assigned reinforcement treatment. The active games group was involved in activities using the body. The passive games group used card and board games, and the traditional games group utilized ditto sheets.

The results were as follows: The children involved in the active games group received higher scores than the passive games group of the traditional games group. On the other hand, those involved in the passive games group received higher scores than the traditional games group. There were no statistical differences in achievement between boys and girls in the three test groups.[76]

We can once again say that learning games are useful in motivating children to learn certain skills in reading in the classroom.

Conclusions

Although there is much material available on learning games, there is very little information about the history of educational games. One can say that this is due to the fact that educational games have been constructed and made known as a tool of learning only within the last decade.[77]

---

[75] Ibid.

[76] Ibid.

[77] Benjamin Strong, Ed. D., A Study of the History of Development of Educational Games, George Washington University, 1975, Order No. 75, 23, 416, 139 pp., p. 2677.

One purpose in this study was to make available information concerning games as learning tools and to present conclusions and recommendations based upon the findings of educators who have tested the efficacy of games in the learning process.[78]

The following conclusions are related and supported by the research findings studied in literature and oral interviews of certain chosen experts:

1. Games are useful in education as tools to help children comprehend and made decisions in dynamic systems.

2. Games are only effective in relation to factual material, when studied carefully and when used with other teaching techniques.

3. Games provide further motivation, and interest, and children pay closer attention to the teacher.

4. Simulation games have a positive effect upon the student's sense of control over his environment and destiny.

5. Children learn and retain material equally well from games as from books and other reading sources.

6. There is no strong or consistent relationship between performance in a game and in other academic tasks.

7. Games and simulations have little measurable impact on student cognitive learning when compared with other teaching techniques.

8. There is not really any clear advantage in using games and simulations in teaching pupils content in school.

9. A game can be used with pupils who are of various ages and abilities.[79]

Recommendations

1. There is little available research in gaming methods in teacher

---

[78] Ibid.

[79] Ibid.

education; therefore, better quality of research is needed.

2. It is important to determine whether the positive and negative results of participation in learning games and simulations are associated with a student's age, sex, verbal ability, emotional make-up, social background, economic status and a host of other characteristics of an individual.[80]

3. Research identifying behavioral variables and using more careful controls and more sensitive instruments should be conducted and relicated.[81]

Summary

Many changes are taking place in Education today. These changes are being made according to topics relating to student motivation, relevancy, and individualized instruction.

During the last ten years, educators have been concerned with instruction meeting the individual needs of the students. Since educators are concerned with individualized instruction, there is not one method, but many more methods that are being created to meet the needs and styles of each child.

Very little has been written on the evaluation of games. One does not know the success of games because of their erratic pattern. Part of this is due to the concrete evaluation standards that are deficient. However, educational games are receiving much attention in the schools today. Due to the variety of each game it is difficult to develop standards that are applicable to all games.

Games are used by the military for training and research purposes. It has been proven that games are very useful in the planning of complicated procedures or systems.

---

[80] Ibid., pp. 2677-2678.

[81] Ibid.

Games are widely used in the field of education. They are successful in the classroom because they involve active learning and are fun. The use of games for educating children is in its early stages and not all the problems relating to their use have been solved. Although games are useful in education, there have not been any exact methods of evaluation that prove that games teach more effectively than other available approaches.

Chapter 3

PROCEDURES

In an effort to improve the low reading scores that Newark school children receive on standardized tests, the writer developed thirty reading games (activities) to reinforce and further improve the reading ability of her children reading on a second grade level. It was hypothesized that by utilizing the learning activities in the classroom, the reading ability and reading scores would improve.

Sample

The subjects in the project attended Fourteenth Avenue School and were composed of eight and nine year old third grade students. The children were homogeneously grouped in reading and were reading on a second grade level in their classes. The control group consisted of five students from Mrs. K's third grade class who were following the traditional method of instruction. The experimental group consisted of seven children from the writer's class who used the thirty reading games (activities) designed to correlate with the Magic Times text in the Macmillan reading series.

The writer spoke with the principal about the study. The principal suggested a letter be written to the children's parents asking permission for the children to participate in the study. A form letter was composed by the writer and sent to the parents of the children involved in the study.

The letters were returned to the writer and the parents were in favor of having their child participate in the study. The children were given a treat by the writer for returning the form letter to school.

Setting

As noted earlier the subjects attend Fourteenth Avenue School in Newark, New Jersey. It is a highly desirable, well kept school located near South Orange Avenue and on Fourteenth Avenue in Newark. The building has four floors and the school has grades from pre-kindergarden to the fourth grade. There are four special education classes as well in the school. The school is made up of mostly black children with a small percentage of Spanish speaking children.

Chapter One/Compensatory Education

The school offers a free breakfast program to all the children daily. Some of the children are serviced under the Chapter One program. The children who score below grade level in reading and mathematics on the CTBS tests receive special services. The children attend Chapter One classes approximately fifty minutes on specially assigned days, and get reinforcement in reading and mathematics skills.

The writer has seven children who attend Chapter One mathematics classes twice a week. The writer found the services of the Chapter One program vital and beneficial part of the educational program.

Chapter One also sponsors cultural programs and field trips for the children to expand their knowledge and broaden their educational experiences.

The classroom teacher is responsible for teaching Compensatory Education skills to her class. Each teacher receives supplemental materials in reading and mathematics which he or she must utilize daily with the children. The time allowed for Compensatory Education daily is twenty-five minutes for reading and twenty-five minutes for mathematics. The teacher has special folders for each child showing his or her progress in reading and mathematics skills.

Materials and Procedures

The writer saw the need to develop a series of thirty reading games (activities) for her children who are below average in reading and need reinforcement in improving their reading ability, and so developed the reading games (activities) in the areas of vocabulary, sequence and main idea reading skills.

Second Grade Reader

The two samples of third grade children were working on a second grade level. The children were in a 2^1 text entitled, Magic Times in the Macmillan Reading Series. The text was published by the Macmillan Publishing Company, Inc., which publishes tests to accompany their textbooks.

Pre-Test and Post Test

The pre-test was administered to the students in November, 1979. The Comprehension section of the Metropolitan Achievement Test (Primary II, Form G) consisted of two sections which measured sentence and paragraph comprehension. The pre-test was given to determine the reading weaknesses in the writer's classroom.

The test was given to the experimental sample during their reading group session. During the test one of the children had a visual problem and was sent home by the school nurse. The child completed the test the following day with the writer.

The control sample was given the Comprehension section of the test in an afternoon session in the writer's classroom. The test was timed and took thirty minutes to give to each of the two groups in the project.

The post-test which is the same test that was given to the students in November, 1979 was administered to the students during the last week of January, 1984, to determine if any progress was made by the sample utilizing the teacher-made learning games (activities) with the second grade text as compared to the children taught by the traditional method of instruction.

Games

The reading games (activities) were used from November, 1979 and were completed by the experimental sample by the end of January, 1984. The vocabulary and main idea games (activities) were used when the children completed their seatwork, during the reading group or when they had free time during the day. The reading sequence activities were used when the children completed a story. This was done and explained carefully as part of the group's daily reading assignments.

Vocabulary.-- The writer believed that in teaching children to read that a good basic reading vocabulary should be taught to the children. Thus, vocabulary words should be used in a variety of meaningful ways with the children. Vocabulary words should be taught so as to motivate children to read. The learning games (activities) were developed using the second grade text Magic Times, as a reference. Below are some of the Vocabulary activities that were developed for use by third grade children.

A. Hide the Easter Eggs (Gameboard) (Two players at a time)
Help the Easter rabbit get to the Easter basket.
  1. Say the words on the Easter eggs.
  2. Hide them. (Do them all)
  3. Have your friend find them by saying the words correctly.

B. Help Henry Catch Fish
  1. Henry went fishing for his dinner. He needs to catch fish.
  2. You can help Henry. Go fishing for a fish, say the word on the fish and use it in a sentence.

C. Pirates' Treasure (Gameboard)
  1. To find the treasure you must read the pirates' clue map.
  2. Read the words and use them in sentences along the map as clues.
  3. You now have found the pirates' treasure.

D. Trim the Tree
Christmas will soon be here. Help decorate the Christmas tree by reading the words on the ornaments. Now you're all set for Christmas. Merry Christmas!

E. The Special Bear's Cave
  1. The special bear is lost. Help the special bear find his way home.
  2. Read the words along the gameboard.
  3. The first player to read all the words is the winner and has helped the special bear return home.

F. Whale Puzzle
   1. Read the puzzle pieces.
   2. Use the numbers to put the puzzle pieces together to make a whale.
   3. When you are done read your whale puzzle to a friend.

Sequence. -- The next set of learning games (activities) developed were Sequence activities. The purpose of the Sequence activities was to give the children further reinforcement in putting events in logical order utilizing the stories in their reading text. Below are some of the Sequence activities that were developed for use by third grade children.

A. Can You Help the Fireman Save the Children?
   1. The fireman must climb the ladder to save the children.
   2. Cut out and read the sentences carefully.
   3. Paste them in order on the ladder so the fireman can save the children.

B. Help the Worm Grow
   1. Cut out the sentence boxes.
   2. Read the sentences and paste them in correct order on the worm's body.

C. Build a Snowman
   1. Read the sentences.
   2. Use the numbers to help you put the sentences in order.
   3. You have now made a snowman. Read your story to a friend

D. Help the Dog Find the Bone
   1. Think about your story.
   2. Read the sentences below.
   3. Cut them out.
   4. Paste them in the right order.
   5. Your dog should find his home.

E. Can You Help Lucky Climb the Mountain?
   1. Think about your story and help Lucky climb up and down the mountain.
   2. Read the sentences carefully.
   3. Cut your sentences out and paste them in the right order.
   4. Did Lucky make it?

F. Help Henry Get to the Fair

Henry can't get to the school fair unless you help him.

1. Think about your story.
2. Read the sentences carefully.
3. Cut them out.
4. Paste them in the correct order so Henry can get to the school fair.
5. Have a good time at the fair.

Main Idea. -- The last set of learning games (activities) developed were Main Idea activities. The writer selected this area of comprehension because children appear to have the most difficulty working with this skill. The purpose of the Main Idea activities was to reinforce and strengthen the children's reading ability in this area. Some of the learning activities utilizing the Main Idea are as follows:

A. Unpack the Trunk

1. To unpack the trunk you must read the sentence on each piece of clothing.
2. Choose the one that does not belong and show it to your teacher.

B. Color the Clown's Balloons

1. Read the sentence on each of the clown's balloons carefully.
2. Find the balloon that does not belong and color it brown.

C. Help the Ice Cream Man

1. Read the sentence on each ice cream cone carefully.
2. Find the ice cream cone that dripped and put on X on it.

D. Lick the Lollipops

1. Read each sentence on each of the lollipops.
2. Find the lollipops that belong to the story and color them neatly. (These are the licked ones)

E. Pizza Slices

1. Put the pizza together.
2. Reach each sentence on the eight slices of pizza.
3. Find the one that does not tell about the story.
4. Take it out. (eaten)

F. Deck of Cards

1. Read each sentence on each card.
2. Find the cards that do not belong to the story. (Show them to your teacher)

The learning activities were numbered and placed in large brown envelopes with the specific learning activity and directions written on an index card on the front of the envelope. Each set of ten learning activities were placed in a large brown box in an orderly manner. This saved the teacher time when she tried to locate the specific learning activity that was needed. Clear plastic was placed on the games so the teacher could use the learning activities with other third grade classes.

The children used the learning activities in the morning before class started, during the reading period and when the children completed their daily reading assignments. When the children completed each activity the teacher checked the child's work. A chart of ten learning activities in each skill area was listed on the back board with the child's name next to each activity. When the child completed an activity, he or she would put a check mark next to his or her name. A sample chart of the reading activities the children utilized when they completed a certain reading skill can be seen in Table I.

TABLE I

READING ACTIVITIES

VOCABULARY ACTIVITIES

Activities	1	2	3	4	5	6	7	8	9	10
Child A										
Child B										
Child C										
Child D										
Child E										
Child F										
Child G										

SEQUENCE ACTIVITIES

Activities	1	2	3	4	5	6	7	8	9	10
Child A										
Child B										
Child C										
Child D										
Child E										
Child F										
Child G										

MAIN IDEA ACTIVITIES

Activities	1	2	3	4	5	6	7	8	9	10
Child A										
Child B										
Child C										
Child D										
Child E										
Child F										
Child G										

A reading survey was also given to the children in the experimental sample and control sample. The children will be asked their opinions on reading materials utilizing the game approach and the traditional method of reading. This can be seen in Figure 1.

FIGURE 1

READING SURVEY

Do you like reading better now than you did at the beginning of the school year?	Which would you rather do? Play a reading game or do a workbook page?	Which would you rather do? Reading puzzle or seatwork from the board.	Which would you rather do? Read a book by yourself or play a game with your friends.
Child A			
Child B			
Child C			
Child D			
Child E			
Child F			
Child G			
(Yes or No)	(Play or Do)	(Puzzle or seatwork)	(Read or Play)

Summary

The procedures and reading games (activities) utilized in the area of vocabulary, sequence and main idea were described.

Chapter 4

RESULTS

Statistical analysis was done on the pre and post test data for the experimental and control samples using the t test.

As can be seen in Table 2:

Table 2

Comprehension Pre-Test for Experimental and Control Samples

Sample	N	Mean	SD
Experimental	7	31.14	6.04
Control	4	28.00	2.94

the mean for the seven students in the experimental sample on the pre-test was 31.14 and the mean for the four students in the control sample was 28.00.

There were originally five students in the control sample when the pre-test was given. Before the post-test was given to the two treatment samples, one of the students in the control sample transferred. Therefore, adjustments were made to insure that the pre and post test samples were identical.

As can be seen in Table 3:

Table 3

Comprehension Pre-test for Experimental and Control Samples

Sample	N	Mean	SD
Experimental	7	34.28	5.02
Control	4	30.00	5.66

the mean for the seven students in the experimental sample on the post-test was 34.28 and the mean for the four students in the control sample was 30.00

The students in the experimental sample had a greater mean on both the comprehension pre and post tests than the control sample.

It can be seen, too, that the students in the experimental sample made greater improvement in their reading ability and reading scores than the control sample when the pre and post test means are compared.

As can be seen in Table 4:

Table 4

Mean Gain for Experimental and Control Samples

Mean Gain	M	SD	t
Sample Experimental N=7	3.14	5.09	1.82
Control N=4	2.00	4.08	

While the mean gain was greater for the seven students in the experimental sample than for the four students in the control sample, the t of 1.82 for the difference between the means was not significant for 9 degrees of freedom.

READING SURVEY

A reading survey was given to the children in the experimental and control samples. The children were asked their opinions on reading materials utilizing the game approach and the traditional method of reading (See Table 5).

Table 5

READING SURVEY

	Do you like reading better now than you did at the beginning of the school year?		Which would you rather do? Play a reading game or do a workbook page?		Which would you rather do? Reading puzzle or seatwork from the board?		Which would you rather do? Read a book by yourself of play a game with your friends?	
Experimental Sample								
	(Yes or No)		(Play or Do)		(Puzzle or Seatwork)		(Read or Play)	
Child A	X		X			X	X	
Child B	X			X		X	X	
Child C	X			X		X	X	
Child D	X			X		X	X	
Child E		X		X	X			X
Child F	X			X		X	X	
Child G		X		X		X	X	
Control Sample								
	(Yes or No)		(Play or Do)		(Puzzle or Seatwork)		(Read or Play)	
Child A	X			X		X	X	
Child B	X			X		X	X	
Child C		X	X			X		X
Child D		X	X		X			X

Results

A. Results of the question asked of the two treatment samples on whether they prefer the game approach or traditional methods of reading were as follows:

1. While most of the children liked reading better now than they did at the beginning of the school year, 50% of the control sample held a negative mean.
2. While most of the childre would rather complete a reading

workbook page than play a reading game, again 50% of the control sample had a contrary mean.

3. Most of the children would rather complete daily reading seatwork from the board than complete a reading puzzle.
4. While most of the children would rather read a book by themselves than play a game with their friends, again there was an even split in the control sample on this question.

Summary

The results of the experimental and control sample on the pre and post tests of the Comprehension section of the Metropolitan Achievement Test (Primary II, Form G) were shown.

A reading survey was given to the experimental and control samples. The children's opinions on reading materials utilizing the game approach or the traditional method of reading were tallied and shown in this chapter.

Chapter 5

FINDINGS WITH IMPLICATIONS FOR FUTURE RESEARCH AND FOR TEACHING

Conclusions

Since no significant difference between the means of the two samples was found, the hypothesis that the use of games to supplement instruction would improve achievement significantly was rejected. The results show a positive trend in that the mean of the experimental sample was greater and thus is suggestive of the values games may have in instruction.

Although the children in the experimental sample enjoyed utilizing the reading games (activities) with their reading stories in the second grade text, Magic Times, there were factors which may have effected the results of the study.

The children used the vocabulary reading games (activities) but not as often as the writer would have liked them to due to the fact that the children had to complete daily class assignments. Another factor was that a few of the children left the class daily to attend Chapter I and Compensatory Education activities for a fifty minute period.

In utilizing the sequence and main idea activities in the reading text, one of the activities in each reading skill area was not done because the children did not come to that story in their text. Other factors were that the children were not given the activity until after the story was completed because the writer was not able to complete the reading activities in time.

The writer explained the directions carefully, especially in utilizing the sequence activities. Some of the children were able to put the stories in order with little difficulty. The children that had difficulty were told to reread the story in their text to help them put the story in sequencial order. If a child was not able to put the story in order, the writer sat with the child and reviewed the particular story with the child. Then the child cut and pasted the story to complete the activity. At the completion of the sequence activity, the writer would check the correct sequence with the group orally to reinforce the story and the sequence skill.

One of the sequence activities related to a comic strip and art activity. The children were to put the story in order and then draw pictures to tell about the story. The pictures were clearly drawn in the text for the children's story, entitled Where's the dog? The children were successful in putting the story in sequence order, but they did not want to draw the pictures. Some stated that they couldn't draw the pictures. The writer told the children to do their best in drawing the pictures, but if they were experiencing difficulty they did not have to draw the pictures. One child was able to draw the pictures to complete the comic strip.

Some of the sequence and main idea activities were to be done independently by the children and did not have to be checked by the writer.

Although the children in the experimental sample enjoyed working with the reading games (activities) their opinions, as well as the children's in the control sample, showed that they preferred the daily seatwork given by the teacher equally as well as working in their reading workbooks. The children liked doing seatwork because grades were important to them and they were accustomed to doing seatwork in school.

Some of the statements the children made in reference to their opinions on the reading survey were as follows: I can read better now because I don't point to the words; I like doing the workbook pages because I finish faster; I like the seatwork on the board because you learn better; I like playing a reading game or doing a reading puzzle because it is fun and you learn; you don't learn from games and I like to read a book by myself so I can get into a higher book.

Implications for Future Research and for Teaching

Learning games (activities) are important motivating teaching aids for children. They are useful for presenting and reinforcing subject material previously learned. They help to motivate children to become enthusiastic towards learning, hold their attention, and involve active participation for all children. Learning games (activities) are especially beneficial to slow children. They give them an opportunity to be active participants in the learning process and successful in the classroom. According to the research, above average children can help the slow children in a gaming situation and the relationship between the children is strengthened. Abstract learnings become more relevant and meaningful to children when learning games (activities) are utilized in the classroom, especially at the primary level.

Future Research

Replications of this research should entail using more children; using average children; using children from other environments (rural, suburban, exurban).

Summary

The writer found that the utilization of the Vocabulary, Sequence and Main Idea reading games (activities) by her children helped the children improve their reading ability and reading scores on the reading comprehension section of the Metropolitan Achievement Test. The children were motivated and enjoyed working with the reading games (activities). The reading games (activities) were interesting and gave the children an incentive to read. Their attitude toward reading improved and they looked forward daily to working with the reading games (activities) in the classroom.

REFERENCES

Aaronson, Shirley. Vocabulary Instruction: Challenge of the Seventies. A paper presented at the National Reading Conference. U.S., Educational Resources Information Center, ERIC Document ED 058 16, 1974.

Abt, Clark C. "Games for Learning" Occasional No. 7. The Social Studies Curriculum Program, Educational Services, Inc., Cambridge, Massachusetts, 1965.

Abt, Clark C. Serious Games. New York, Viking Press, 1970.

Abt, Clark C., "Twentieth Century Teaching Techniques," reprinted from The Faculty, 30 (1), August, 1966.

"Activity Cards in Reading." Instructor, (October, 1974).

Anderson, Ph.D. "Effect of Seven Word Games on the Sight Vocabulary Retention of First Grade Students." Dissertation Abstract, Order No. 72-5633, 1971.

Attig, John C.: "The Use of Games as a Teaching Technique." Social Studies, LVIII (1) January, 1967.

Ball, Howard G., What's in a Game? Columbus College, Columbus, Georgia, 1977.

Boocock, Sarane S.: An Experimental Study of the Learning Effects of Two Games With Simulated Environments. American Behavioral Scientist, 10 (2), October, 1966.

Boocock, S.S., and E.O. Schild, eds. Simulation Games in Learning. Beverly Hills: Sage, 1968.

Brown, James, Fred F. Harcleroad, and Richard B. Lewis. AV Instruction Technology Media and Methods, New York: McGraw-Hill, (fourth edition), 1975, p. 1:351.

Bruner, Jerome S. Toward A Theory of Instruction, Bellnap Press of Harvard University, Cambridge, Massachusetts, 1966.

Call, Michael. Teacher Made Games: An Adapter's Guide Reference in Promising Practices in Oregon Education. Oregon State Dept. of Education Salem. Bureau of Elementary and Secondary Education, (DHEW/OE), Washington, D.C., 1975.

Canney, George. Commercial Games Made Relevant for Reading. U.S., Educational Resources Information Center, ERIC Document ED 131 424, 1974.

Canney, George. Making games more relevant for reading. Reading Teacher. October, 1978.

Carlson, Elliot: Learning Through Games--A New Approach to Problem Solving, Public Affairs Press, Washington, D.C., 1969.

Chartier, Myron R. Simulation Games as Learning Devices: A Summary of Empirical Findings and Their Implications for the Utilization of Games in Instruction. A paper prepared for Workshop on Simulation Games, American Baptist Seminary of the West and Holy Names College, Fall, 1973.

Clegg, Blanche Edwards. The Effectiveness of Learning Games Used by Economically Disadvantaged Parents to Increase the Reading Achievement of their children. A paper presented by the Annual Meeting of the American Educational Research Association (New Orleans, February 26-March 2, 1973). U.S., Educational Resources Information Center, ERIC Document ED 085 656, 1973.

Coleman, James S.: Academic Games and Learning. Proceedings of Invitation Conference on Testing Problems, 1967, pp. 67-75.

Comprehensive Skills, Unit 3, Training Institute. U.S., Educational Resources Information Center, ERIC Document ED 101 188, 1971.

Curl, David H., and Carlton W.H. Ericks. Fundamentals of Teaching With Audiovisual Technology, New York, McMillan, (second edition), 1972.

Dale, Edgar. Vocabulary Development: A Neglected Phase of Reading Instruction. A paper presented at the Seventeenth International Reading Association Convention, Reading Teacher, Vol. 27, No. 4, 1974. U.S., Educational Resources Information Center, ERIC Document ED 063 597, 1974.

Dellosa, Janet, and Patti Carson. "Learning Activities," Throw Your Whole Self Into Comprehension, 1977.

Dickerson, Dolores Pawley. "Sight Vocabularies." Unpublished Ph.D. Dissertation Abstract, 1975, (University of Maryland).

Farran, Dale C. "The Effects of Hopkins Simulations on Underachieving 8th Grade Boys," Simulation Games in Learning, Sage Publications, Inc., Beverly Hills, California, 1968.

Gans, Roma. Common Sense in Teaching Reading. Indianapolis: The Babbs Merrill Company, 1963.

Gilliom, M. Eugene. "Trends in Simulation," Education Digest, Vol. XL, September, 1974.

Good, Carter V. (ed.). Dictionary of Education, 3rd edition New York: McGraw-Hill, 1973.

Gordon, Alice Kaplan. Games for Growth, Educational Games in the Classroom, Science Research Associates, Inc., College Division, California, 1970, p. 9.

Heyman, Mark. Simulation Games for the Classroom. Phi Delta Kappa Educational Foundation, Blommington, Indiana, 1975.

Kukla, Barbara. "High school students show improvement on minimum basic skills," Star Ledger, Newark, August 8, 1983.

Langemann, John Kord. "They Play to Learn," The PTA Magazine, June, 1968.

Maxon, Robert C. "Simulation: A Method That Can Make A Difference," Education Digest, Vol. 39, March, 1974.

Moore, Margaret Warne. Games As Teaching Tools: An Examination of the Community Land Use Game, Center for Urban Development Research, Cornell University, New York, 1969.

Mountain, Mignonette Harrison. "Educational Games for Classroom Use." Unpublished Ph.D dissertation digest, 1961, (Penn State University).

Noland, Ronald G. and Lynda H. Craft. "15 Approaches to Motivate the Reluctant Reader," Education Digest, Vol. XLI, No. 7, March 1976.

Pierfy, David A. and E.T. Keach. The Effects of Simulation Games on Learning of Geographic Information at the Fifth Grade Level. Final Report, Project No. 2-D-06C, Grant No. OE G-4-72-00, 22 Office of Education, U.S. Department of HEW, Washington, D.C., 1972.

Problems of Urban Education, A concept paper by the Educational Improvement Center, South Jersey Region.

Rogers, Virginia M., and Marcella L. Kysilka. "Simulation Games, What and Why," Instructor, Vol. 79, March 1970.

Schild, E.O.: The Shaping of Strategies. American Behavioral Scientist, 10 (3), November, 1966.

Schubert, Delwyn. "Reading Games: Why, How, When," Elementary English, Vol. 36, 1959.

Scottsman, Thomas, Robert Karlin, Margaret Early, and Robert Canfield: Goals in Reading, Harcourt Brace Jovanovich, Inc., New York, 1974, 2nd edition.

Shankman, Florence V. "Games Reinforce Reading Skills," Reading Teacher. Vol. 22, Octover, 1969.

Sherman, Richard H. "Educational Games on File," Reading Horizons, Vol. 19, No. 1, Fall, 1977.

Some Models for Small Group Lessons in Comprehension. New York City Board of Education, Brooklyn, New York Division of High Schools. Office of Education (DHEW), Washington, D.C., 1975. U.S., Educational Resources Information Center, ERIC Document ED 124 930, 1975.

Sprague, H.T., and R. Gary Shirts: Exploring Classroom Use of Simulation. La Jolla, California, Wester Behavioral Sciences Institute, October, 1966.

Strange, Michael and Richard L. Allington. "The problem with reading games," Reading Teacher, Vol. 31, No. 3, December, 1977.

Strong, Benjamin, ED.D "A Study of the History of Development of Educational Games." Dissertation Abstract, Order No. 75-23416, 1975.

Unwin, Derick, and P.J. Tansey. Simulation and Gaming in Education, Methuen Educational Ltd., London, 1969.

Wagner, Eva Bond, and Guy L. Bond. Teaching the Child to Read, Macmillan Company, New York, 1960

Wittick, Walter, and Charles F. Schuller. Instructional Technology, It's Nature and Use, New York Harper and Row, (fifth edition), 1973.

Zeitz, Pearl, "Reading--The Name of the Game," Reading Teacher, Vol. 28, No. 6, March, 1975.

APPENDIX A

LIST OF READING GAMES

Vocabulary Activities (Games)

1. The Fall Tree
2. The Special Bear's Cove (Board Game)
3. Trim the Tree
4. It's Turkey Time
5. Put the Clouds in the Sky
6. Whale Puzzle, Turtle Puzzle
7. Help Henry Catch Fish
8. Hide the Easter Eggs
9. Pirates' Treasure
10. Three Little Kittens

Sequence Activities (Games)

1. Can You Help Lucky Climb the Mountain?
2. Help the Dog Find the Bone
3. Help Winifred Climb the Steps
4. Comic Strip
5. Scrambled Sentences
6. Help Henry Get to the Fair
7. Can You Help the Fireman Save the Children?
8. Build a Log Cabin, Build a Snowman
9. Help the Worm Grow
10. Car Race (Board Game)

Main Idea Activities (Games)

1. Choose the Best Title
2. Which One Doesn't Belong?
3. Unpack the Trunk
4. Color the Clown's Balloons
5. Help the Ice Cream Man
6. Hang the Clothes on the Clothes Line
7. Lick the Lollipops
8. At the Library
9. Pizza Slices
10. Deck of Cards

Name
Date

Main Idea 1
Grade

Choose the Best Title

Read the story. Draw a line under the sentence that tells about your story.

The Little Brown Bear looked like all the other bears in the woods. this made him unhappy. He wanted to be a special bear.

The Little Brown Bear pretended to be a deer, a horse and a bird, but all his friends laughed at him.

The next day the bears saw that Little Brown Bear was gone. They looked for their friend day and night but couldn't find him. Then they saw a big, scary animal with big ears and wings. His body was covered with green leaves and it had a long green tail. the animal was called the Great Green Groasle. the animals thought that this scary animal ate the Little Brown Bear. they loved him very much.

the animals found out that the Great Green Groasle was really the Little Brown Bear. the Little Brown Bear was happy that his friends missed him, but his friends were angry.

After a few days the bears realixed that the Little Brown Bear was special. He was good at making up things and pretending. the Little Brown Bear was given the job as the leader of all the bears parties and plays.

1. The Great Green Groasle
2. A Tricky Bear
3. A Special Bear Leader

19

Name
Date

Story- Lucky and the Giant

Grade

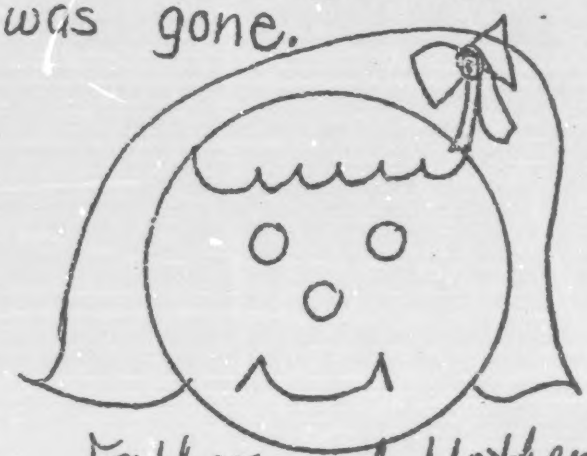
Which One Doesn't Belong? Main Idea 2

Lucky went to the river to catch fish and the river was gone.

The Little Brown Bear wanted to be Special.

Lucky's father walked along the river bed until he was way up in the hills.

Father met the giant who took the river and made it into a lake.



Father and Mother couldn't do the giant's tasks and had to work seven years for him.

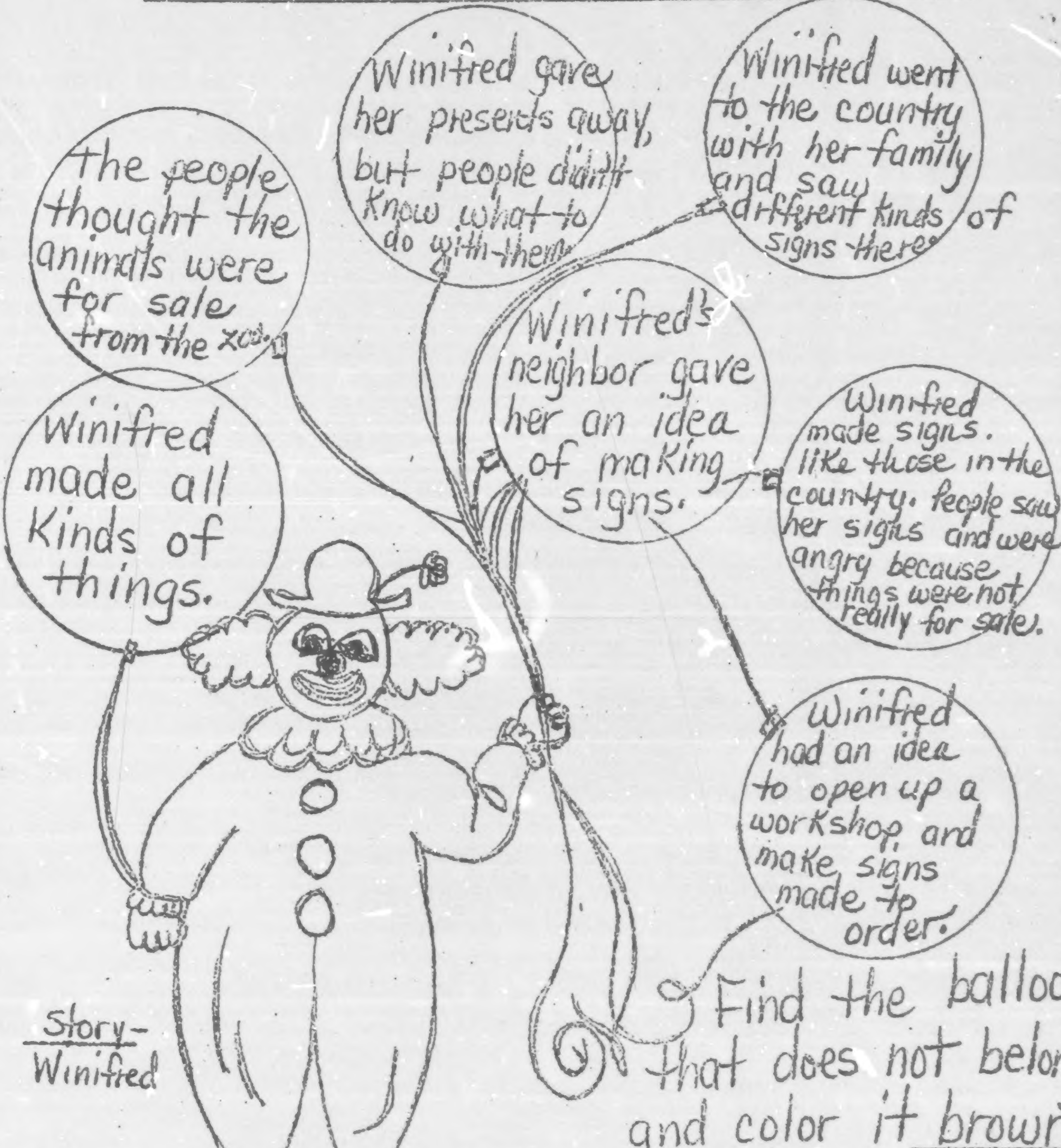
Lucky completed the giant's tasks, saved his parents and got the river back, too.

Main Idea 4

Name
Date

Grade

Color the Clown's Balloons



The people thought the animals were for sale from the zoo.

Winifred gave her presents away, but people didn't know what to do with them.

Winifred went to the country with her family and saw different kinds of signs there.

Winifred made all kinds of things.

Winifred's neighbor gave her an idea of making signs.

Winifred made signs. like those in the country. People saw her signs and were angry because things were not really for sale.

Winifred had an idea to open up a workshop and make signs made to order.

Find the balloon that does not belong and color it brown.

Story-
Winifred

Name
Date

Story- Article Clouds

Grade

Main Idea 5

Help the Ice Cream Man

The three Kinds of clouds are called Cirrus, Cumulus and Stralus Clouds.

Cirrus clouds are white, feathery and are called "mares' tails."

Cumulus clouds are puffy and look like cauliflowers.

Winifred used crayons and pain to make the signs.

Stralus clouds are low, wide, flat, gray and are called "high-fogs."

Fog is a cloud made of water drops.

People looked at the clouds and saw, many things long ago.

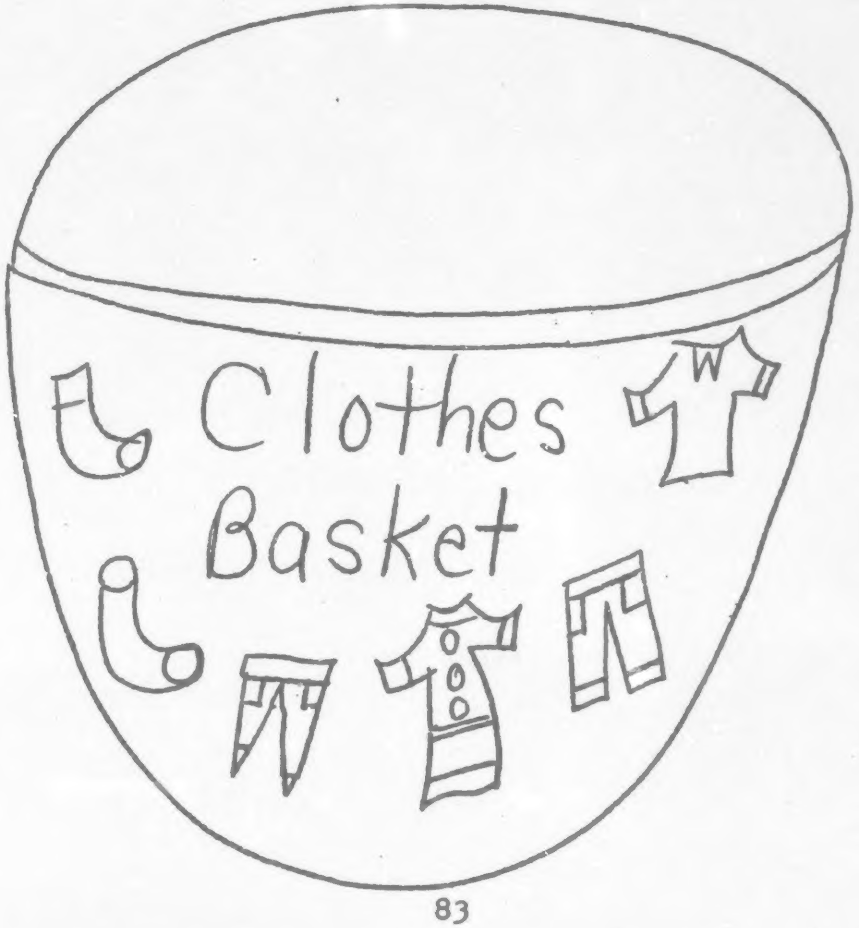
People believed sayings about clouds because they would find out about the weather.

Name
Date
Grade

Main Idea 6
Story - Carmen

Hang the Clothes On the Clothes Line

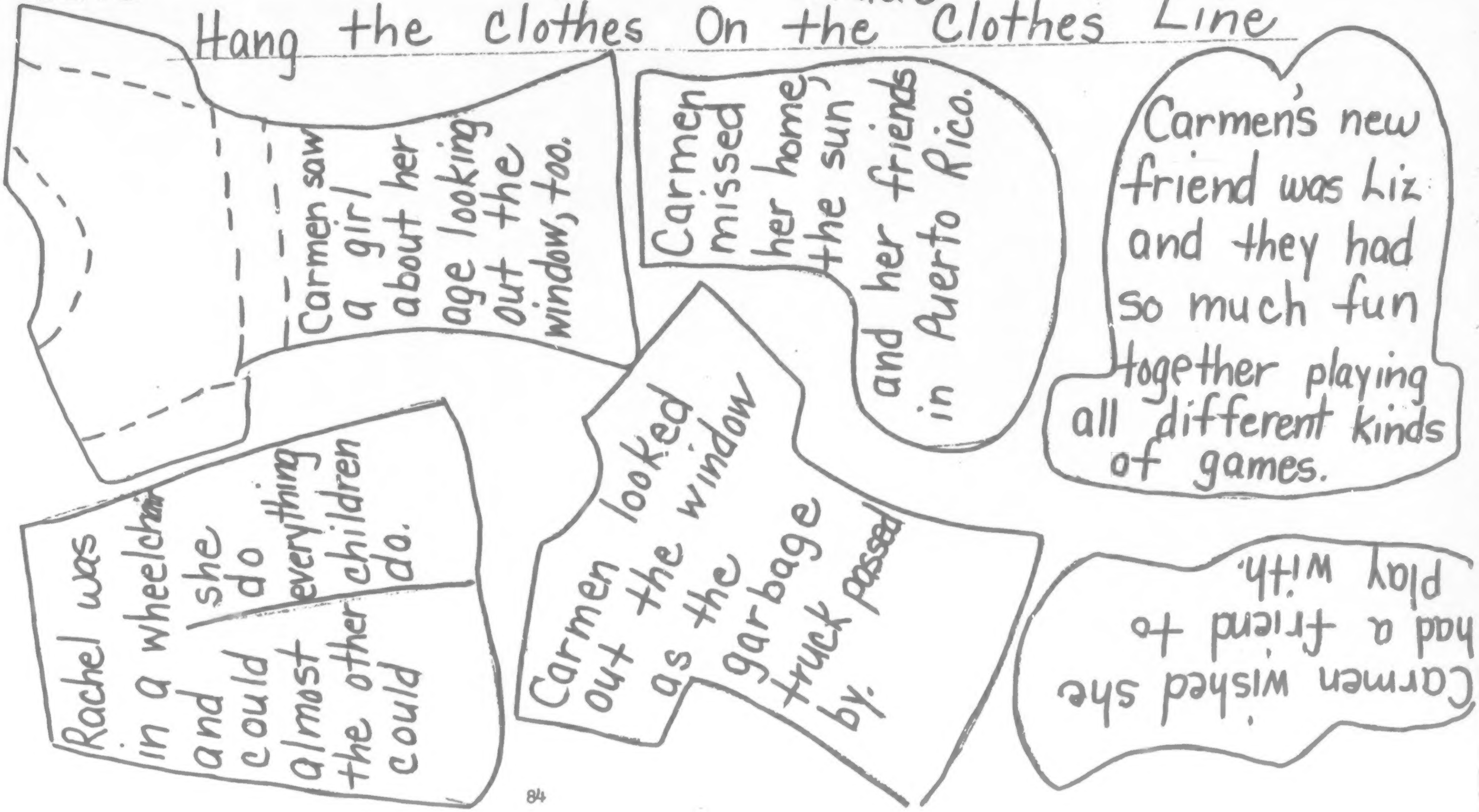
☆ The one that doesn't belong paste in the Clothes Basket.


Clothes
Basket
W

Name
Date
Grade

Main Idea - 6
Story - Carmen

Hang the Clothes On the Clothes Line



Carmen saw a girl about her age looking out the window, too.

Carmen missed her home, the sun, and her friends in Puerto Rico.

Carmen's new friend was Liz and they had so much fun together playing all different kinds of games.

Rachel was in a wheelchair and she could do almost everything the other children could do.

Carmen looked out the window as the garbage truck passed by.

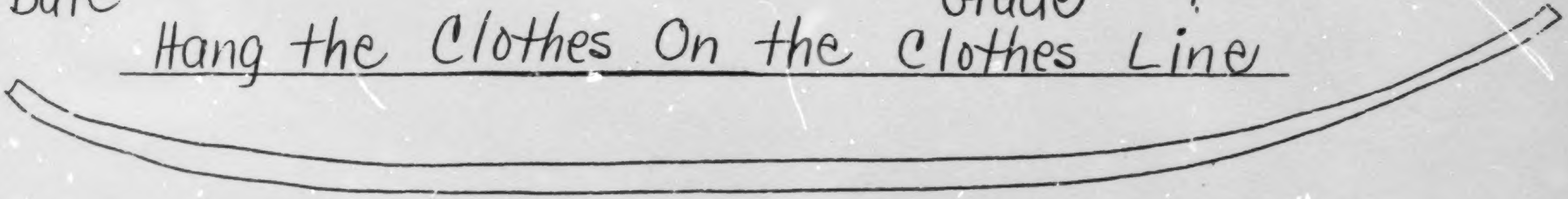
Carmen wished she had a friend to play with.

Name
Date

Grade

Main Idea 6
Story - Carmen

Hang the Clothes On the Clothes Line



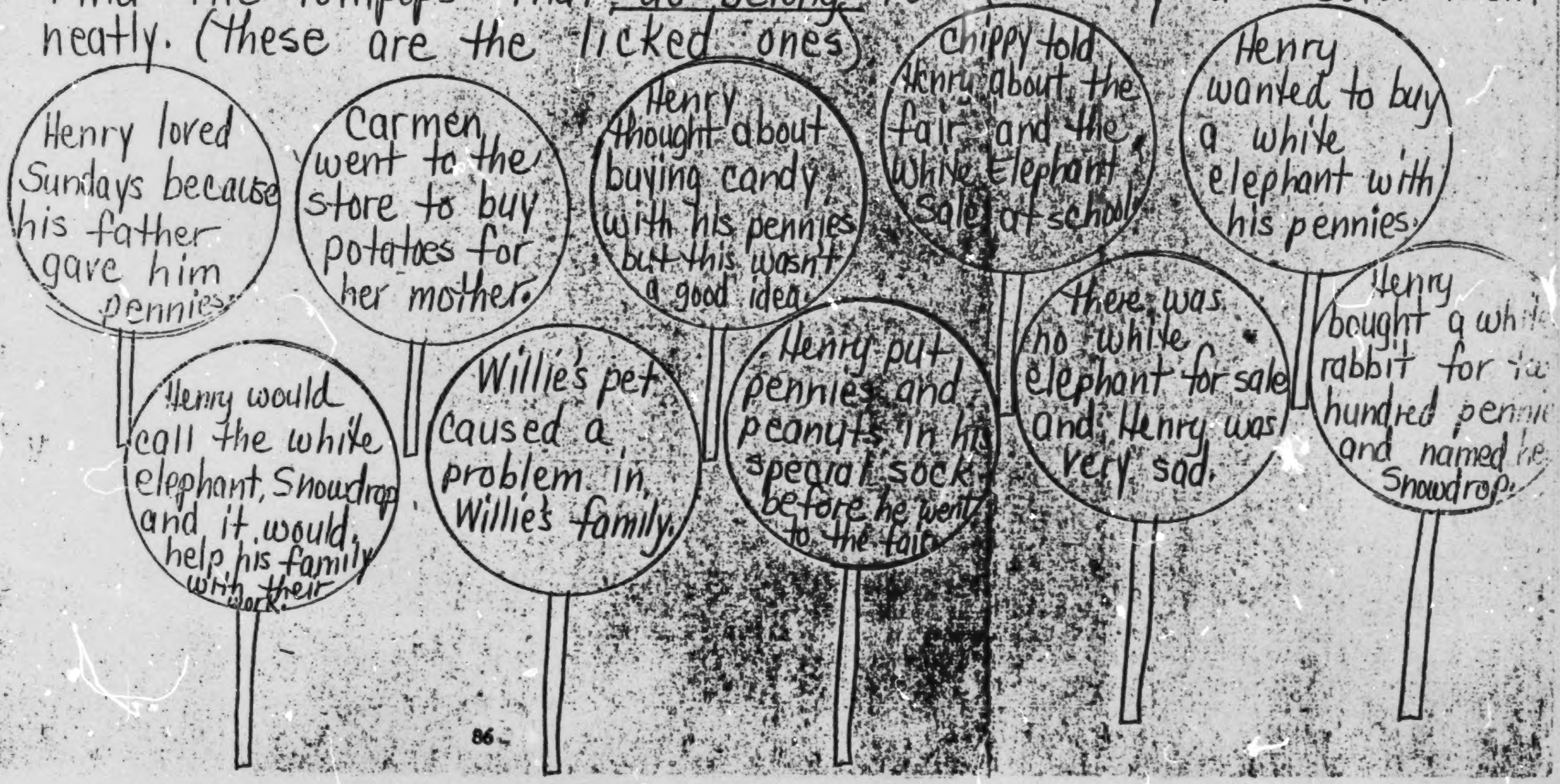
Name
Date

Story - Henry's Pennies
Main Idea 7

Grade

Lick the Lollipops

Find the lollipops that do belong to the story and color them neatly. (these are the licked ones)



Henry loved Sundays because his father gave him pennies.

Carmen went to the store to buy potatoes for her mother.

Henry thought about buying candy with his pennies but this wasn't a good idea.

Chippy told Henry about the fair and the White Elephant Sale at school.

Henry wanted to buy a white elephant with his pennies.

Henry would call the white elephant, Snowdrop and it would help his family with their work.

Willie's pet caused a problem in Willie's family.

Henry put pennies and peanuts in his special sock before he went to the fair.

There was no white elephant for sale and Henry was very sad.

Henry bought a white rabbit for two hundred pennies and named he Snowdrop.

BEST COPY AVAILABLE

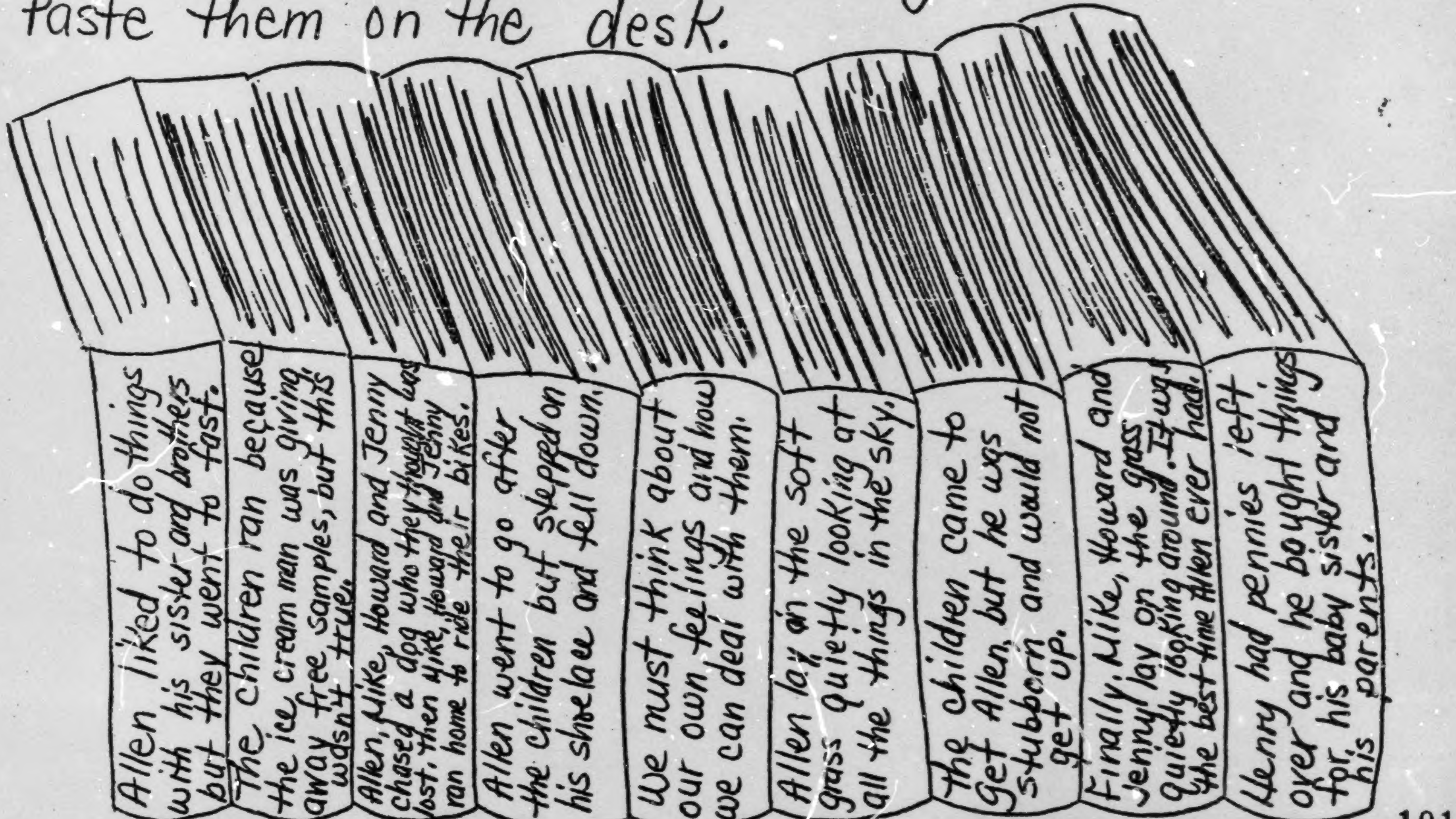
Name
Date

Story- Keep Running, All
Main Idea- 8

Grade

At the Library

think and read each sentence carefully. Take out the books that don't belong. (Cut them out) paste them on the desk.



Allen liked to do things with his sister and brothers but they went to fast.

The children ran because the ice cream man was giving away free samples, but this wasn't true.

Allen, Mike, Howard and Jenny chased a dog who they thought was lost. then Mike, Howard and Jenny ran home to ride their bikes.

Allen went to go after the children but stepped on his shoelace and fell down.

We must think about our own feelings and how we can deal with them.

Allen lay on the soft grass quietly looking at all the things in the sky.

the children came to get Allen, but he was stubborn and would not get up.

Finally, Mike, Howard and Jenny lay on the grass quietly looking around. It was the best time Allen ever had.

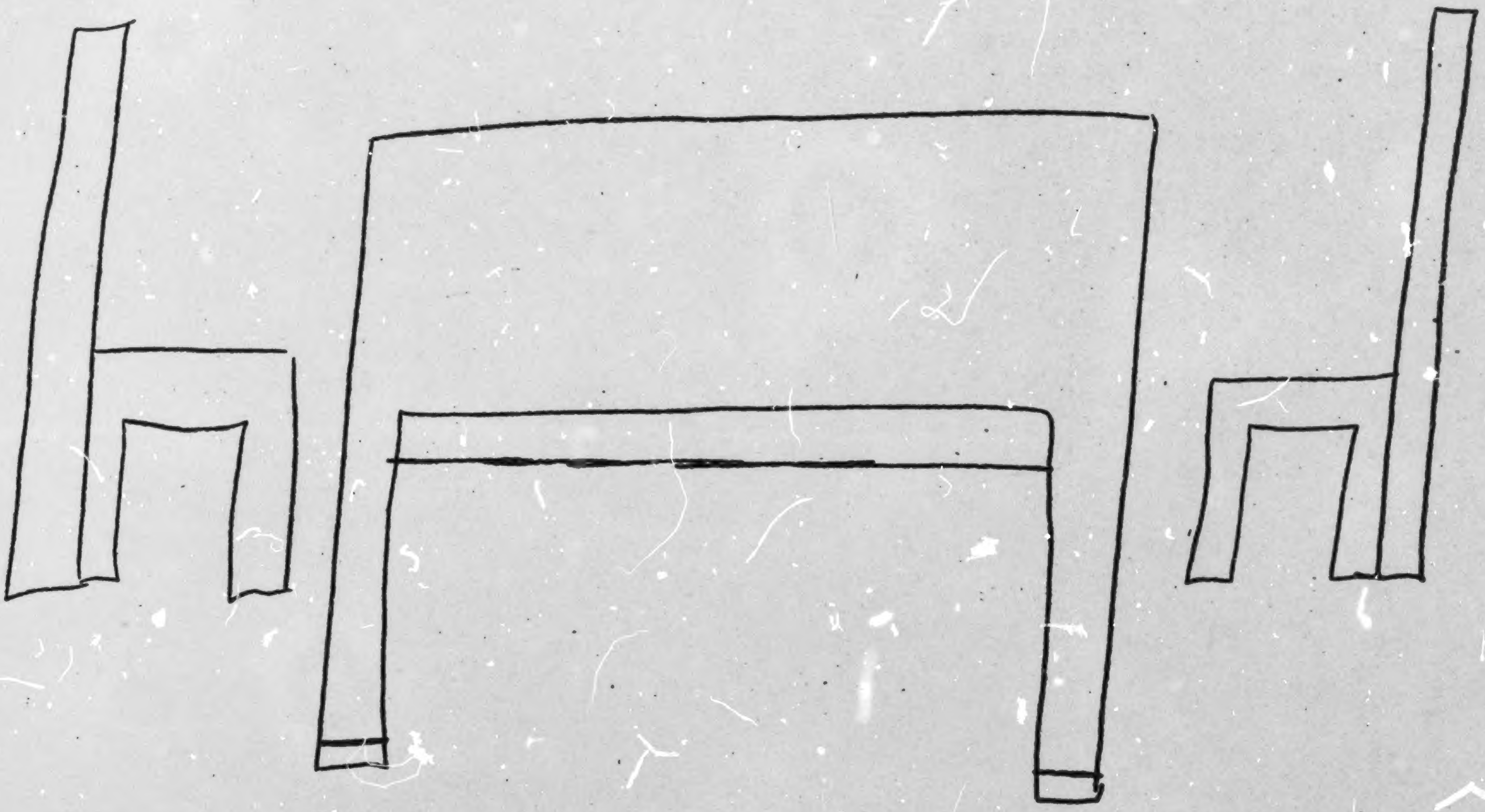
Henry had pennies left over and he bought things for his baby sister and his parents.

Name
Date

Story - Keep Running, Alle
Main Idea - 8

Grade

At the Library



102

103

Sequence 1

Name
Date

Grade

Can You Help Lucky Climb the mountain?

Lucky's father went to find the river and met the giant.

Lucky does the giant's tasks and sares his parents and the river.

Lucky's father couldn't do the task and he must work for the giant for seven years.

Mother couldn't do the task and she must work for the giant for seven years.

Lucky went to catch some fish.

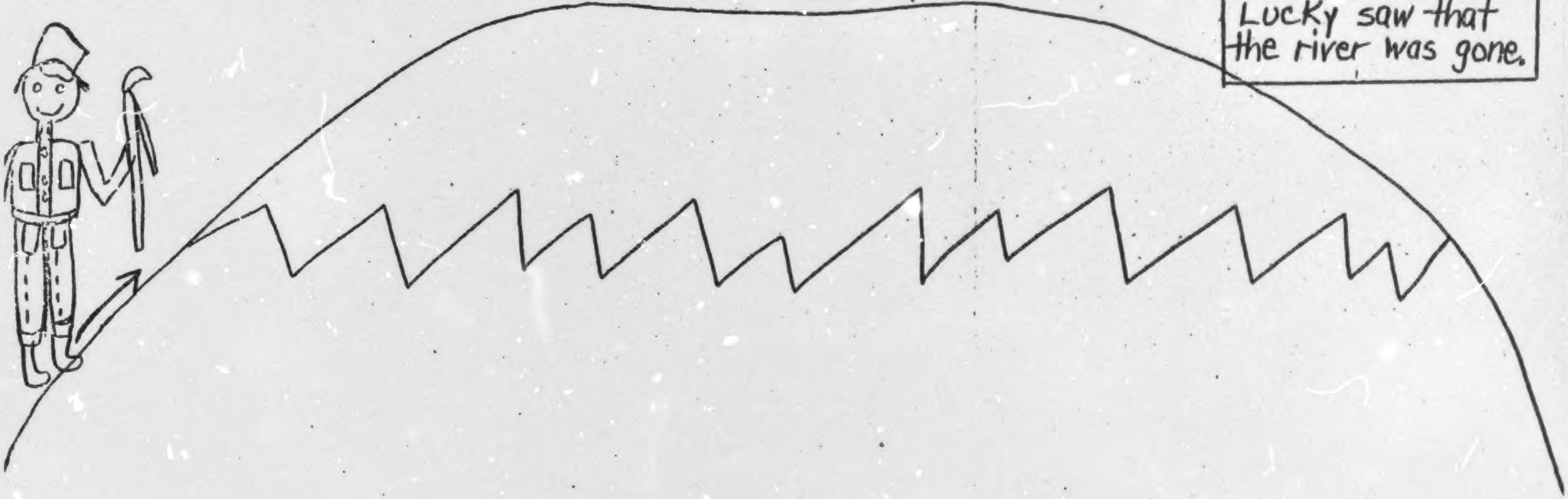
Father must complete the task to get his river back.

Lucky's mother goes to find father.

Lucky goes to find his parents.

Mother must complete the task to get father back.

Lucky saw that the river was gone.

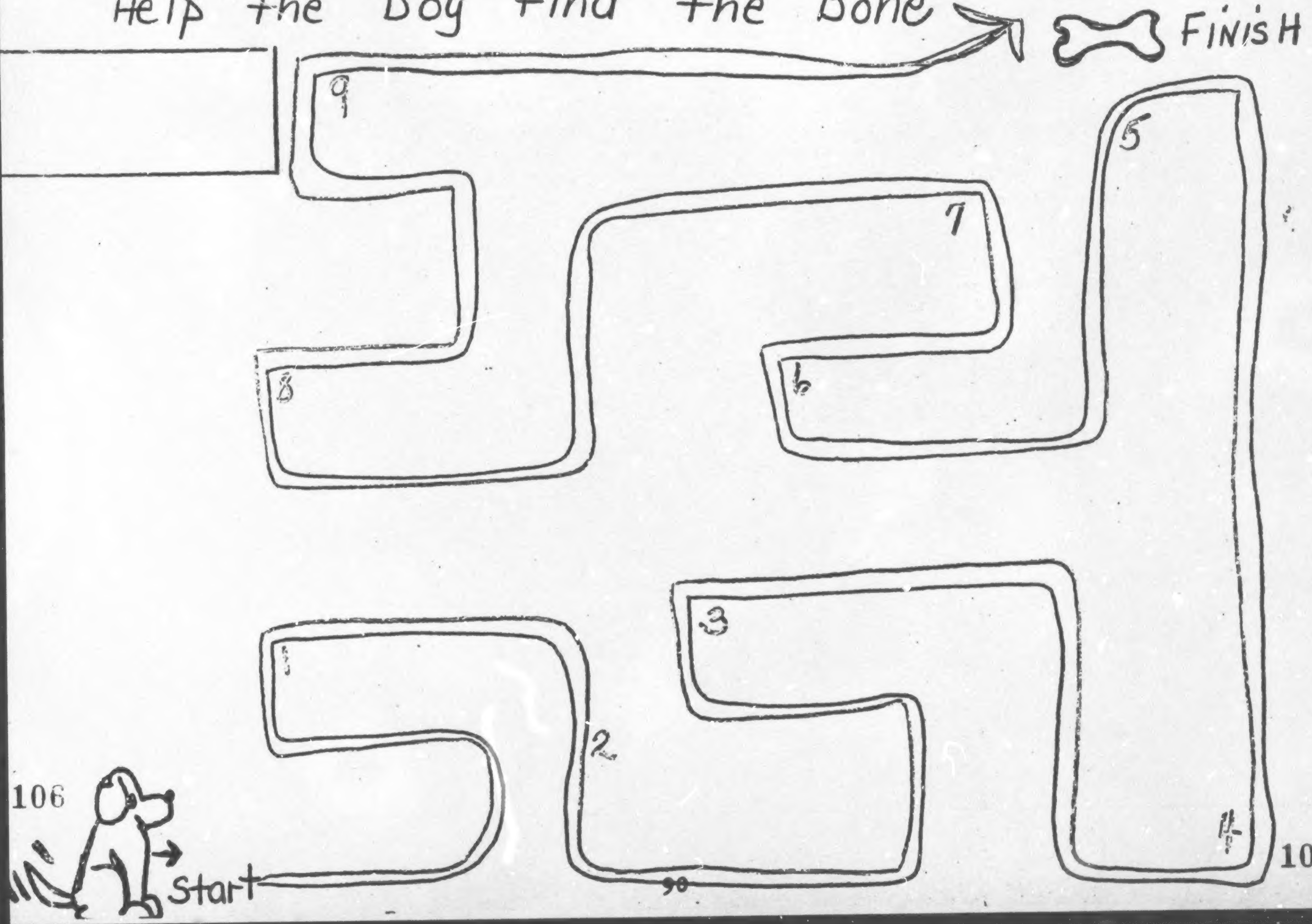


Name
Date

Sequence 2 Pg. 1

Grade

Help the Dog Find the Bone


FINISH
9
5
7
8
6
1
3
2
4
Start
90

Pg. 2

Help the Dog Find the Bone answer sheet

Sequence 2

Joshua then told his sister what the dragon looked like.	After seven days, the baby dragon's wings were strong and he flew away.
He told his mother he had a dragon's egg in the box.	Joshua cut a hole in the box to give the baby dragon air.
Joshua tells his father that baby dragons don't eat when they are little.	Joshua told his sister that he was waiting for the dragon's egg to hatch.
The dragon's egg hatched. It was a boy dragon.	Joshua named the dragon Emmeline because Chinese boy dragons like to have girls' names.
Joshua closed the clock box and taped it up.	

Sequence 3

Name
Date
Grade

Help Winifred Climb the Steps

Winifred made zoo signs just like those she saw when she went to the zoo.

She made them so fast that they looked funny.

Winifred made signs just like those she saw from her trip to the country.

Winifred was sad. She said, "I'm really sorry, everyone!"

The neighbor gave Winifred an idea to make signs.

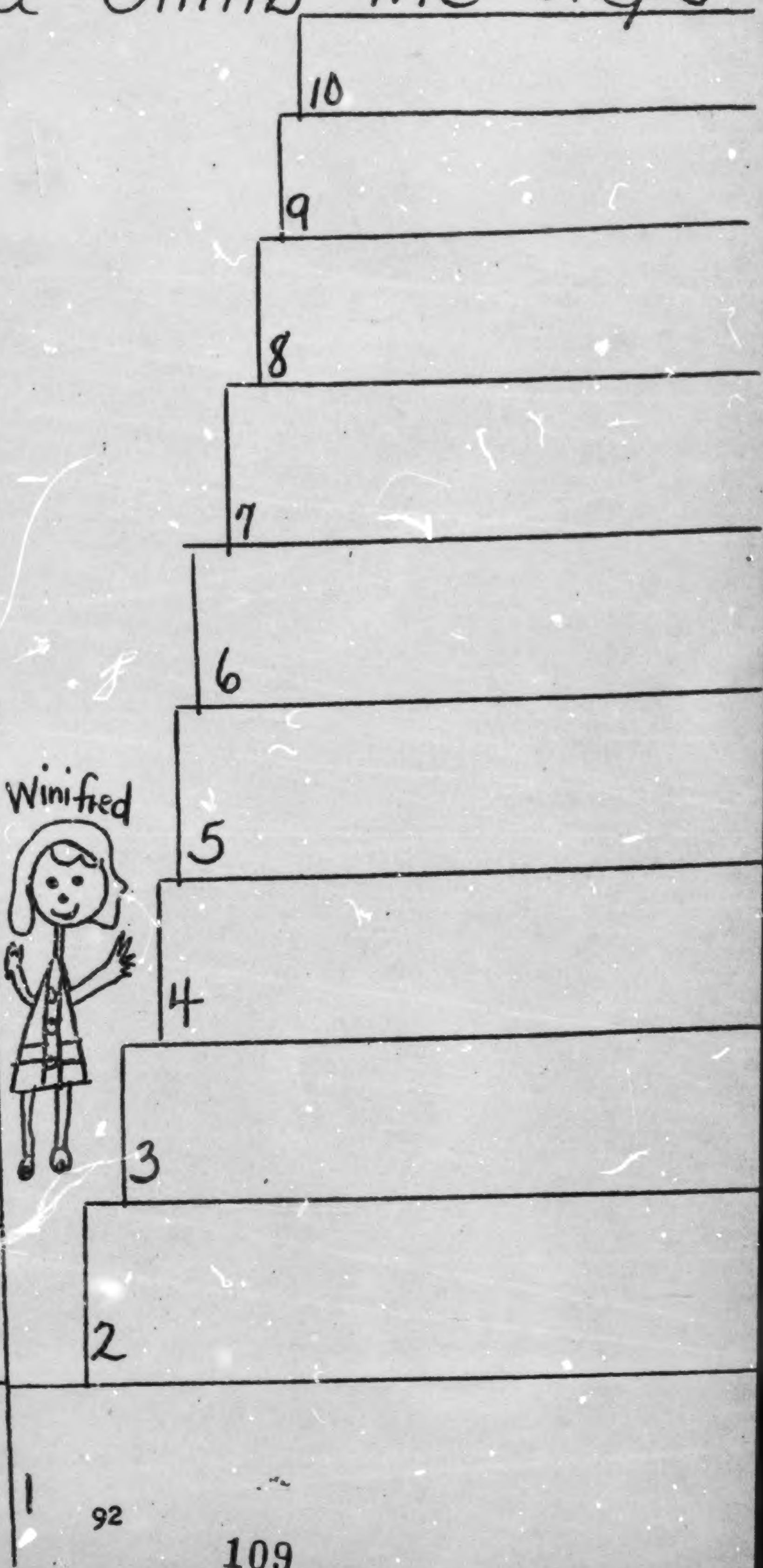
Winifred had a new idea. She opened a workshop where she made signs to order.

People were angry because Winifred's signs didn't really mean what they said.

Winifred made all kinds of things.

People were scared and angry. They thought the animals ran away from the zoo.

Winifred gave her things away, but people didn't know what to do with them.



Name
Date

Sequence 4

Grade

Comic Strip

1	2	3	4
5	6	7	8

Suzy gives some milk to the cat.	Suzy thinks that she'll be able to get a pet.	Suzy wants to hold the cat.	Willie takes the cat away.
Willie brings the cat to his home.	Willie finds a cat.	Willie tells Suzy to get another pet.	Willie's father says, "No cats!"

Sequence 5

Name
Date

Grade

Scrambled Sentences

Carmen went to the store to buy potatoes for her mother.	Carmen went home upset. She wished she had something to do.
Carmen sat by the window and watched the garbage collectors working.	Carmen met her new friend, Liza outside. the girls had lots of fun playing games on the street.
The girl pointed to the street and Carmen knew that the girl wanted to play with her.	Carmen moved from Puerto Rico to New York.
Carmen fell in the water, her pretty dress got wet and the potatoes flew all over the street.	There was so much rain water running down the street that Carmen decided to jump over the water.
The girls smiled at each other and began making up all kinds of silly games.	Carmen then saw, a girl looking out the window, too.

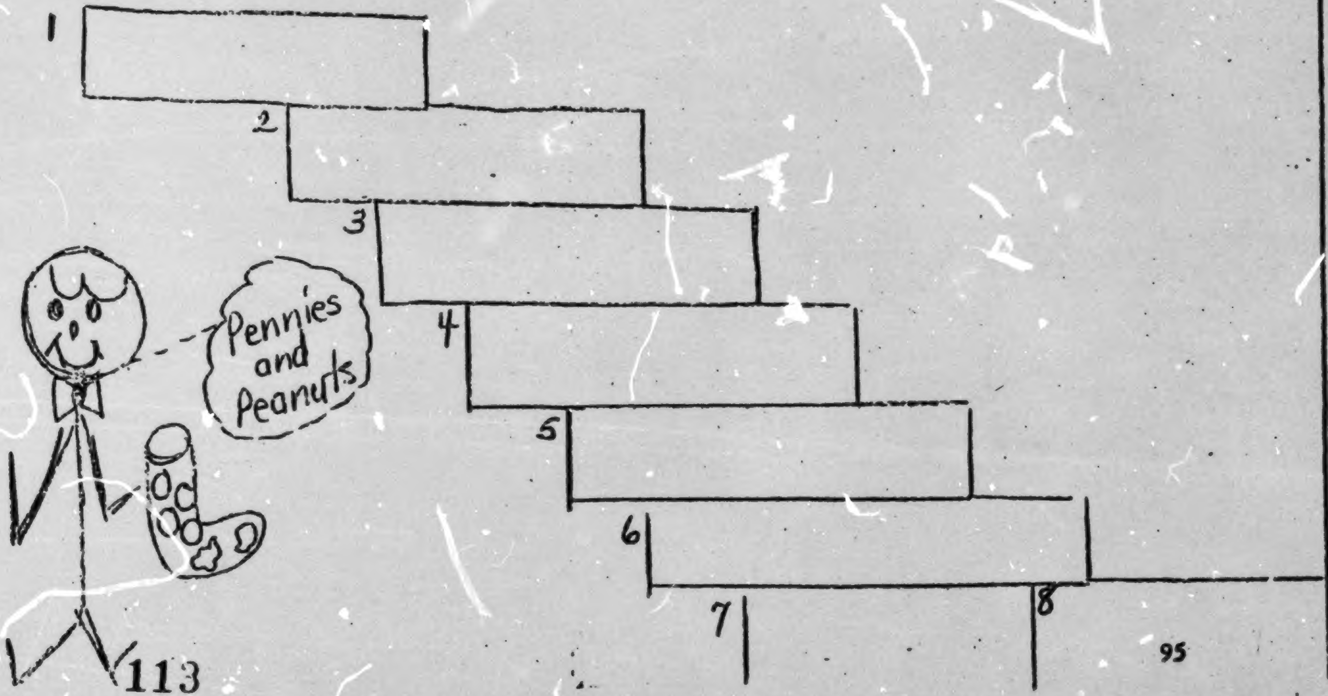
Name
Date

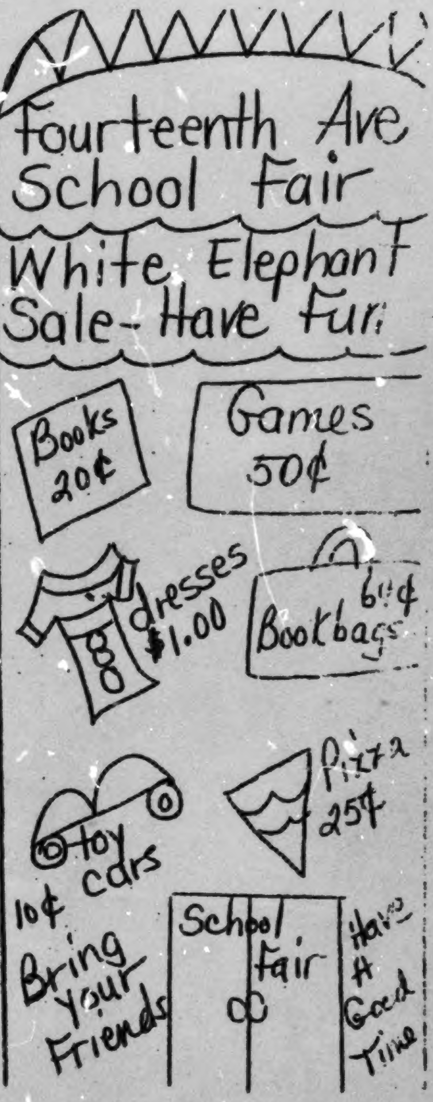
Grade

Sequence 6

Help Henry Get to the Fair

chippy told Henry there would be a fair at school.	Henry thought of buying candy with his pennies!	Henry put pennies and peanuts in a sock before he went to the fair.	Henry wanted to buy a white elephant at the white Elephant Sale.
Henry was upset when he found out there was no white elephant for sale.	Henry bought a white rabbit for two hundred pennies.	Henry went up to Chippy's mother and wanted to buy a white elephant.	Henry wanted the white elephant to help do the family jobs.


1
2
3
4
5
6
7
8
Pennies and Peanuts

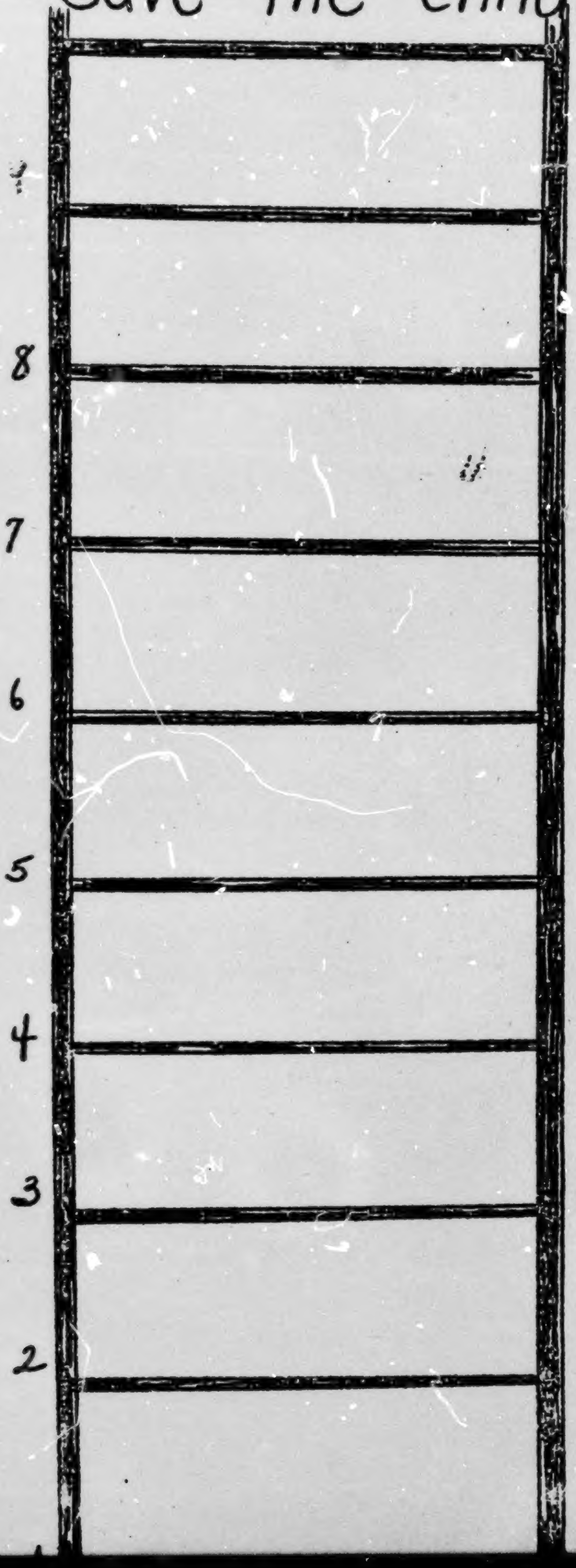

Fourteenth Ave School Fair
White Elephant Sale- Have Fun
Books 20¢
Games 50¢
dresses $1.00
Bookbags 60¢
toy cars 10¢
Pizza 25¢
Bring Your Friends
School Fair
Have A Good Time

Name
Date

Sequence 9

Grade

Can You Help the Fireman Save the children?



Allen was out of breath from running. He stepped on his shoelace and fell down.

Allen went everywhere with his brothers and sisters, but had a hard time keeping up with them.

Mike said, "A monkey got out of the zoo and was in a tree, but the children found out that a boy was looking for birds' nests.

Then the children came to find Allen and take him home, but he was stubborn and would not get up.

The children chased a dog, then decided to go home and ride their bikes.

Allen felt good lying in the grass and noticed many different things about nature.

The children helped Mr. Feather mail a letter.

The children decided to join Allen and they all had a good time studying nature.

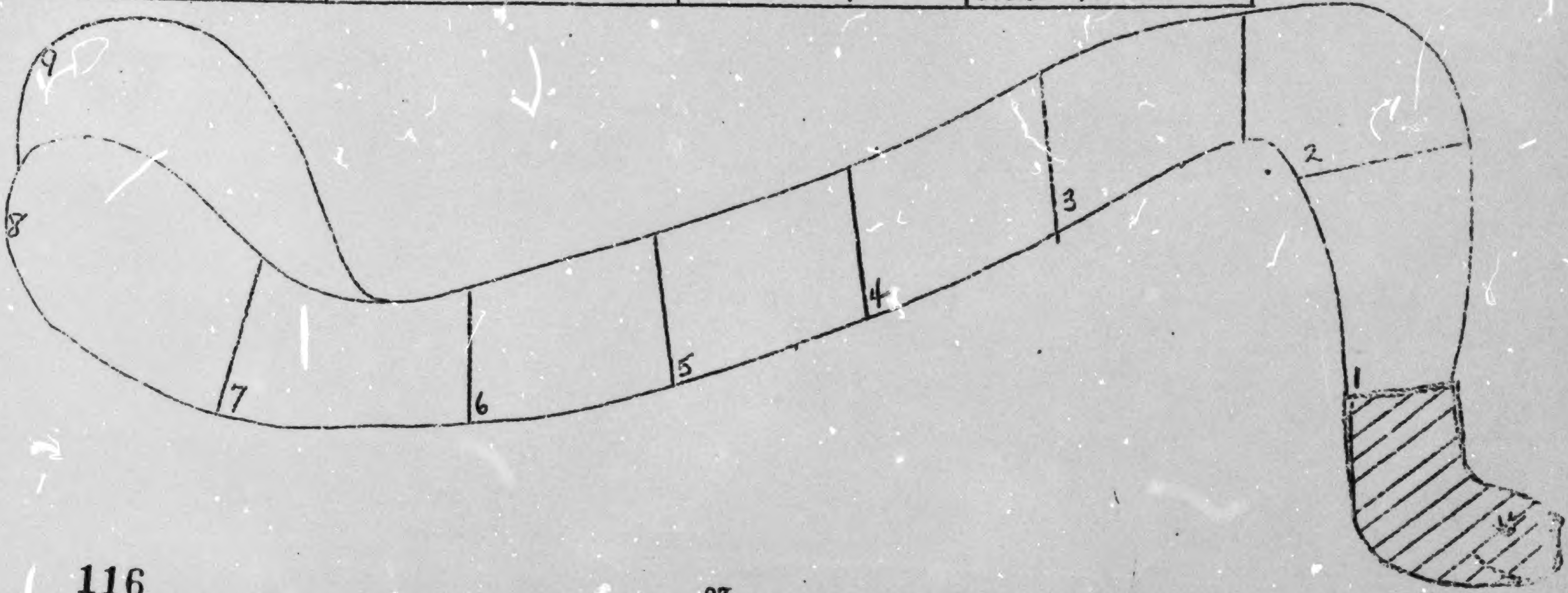
Name
Date

Sequence 7

Grade

Help the Worm Grow

Finally, the bear pulled the alligator by his tail, the bear Jumped on his back and the crow flew out.	The bear, the dog and the rabbit found the magic alligator in the tree.	The magic alligator told the crow to come up to the tree to help solve his special problem.	the magic alligator was believed to help anyone who had a special problem.	Then the alligator told the crow to look the other way and ate him up.
the crow flew around all day screaming, "No one likes me."	The magic alligator asked if the crow was fat.	the animals then ran away and the crow began yelling, "You like me! You like me!"	The animals went to the magic alligator to help solve the crows problem.	



Pre-Test Scores - November, 1983

Comprehension (Reading Sentences and Stories
13 items + 31 items = 41 items)

Experimental Sample	(Reading Sentences and Stories)	Reading Sentences	+	Stories
A.	34	10	+	24
B.	40	12	+	28
C.	31	8	+	23
D.	23	6	+	17
E.	35	11	+	24
F.	31	9	+	22
G.	24	8	+	16

Control Sample	(Reading Sentences and Stories)	Reading Sentences	+	Stories
A.	27	7	+	20
B.	32	12	+	20
C.	28	8	+	20
D.	25	7	+	18

Post-Test Scores - January, 1984

Experimental Sample	(Reading Sentences and Stories)	Reading Sentences	+	Stories
A.	40	12	+	28
B.	38	11	+	27
C.	37	10	+	27
D.	35	11	+	24
E.	34	11	+	23
F.	31	8	+	23
G.	25	10	+	15

Control Sample	(Reading Sentences and Stories)	Reading Sentences	+	Stories
A.	34	9	+	25
B.	34	9	+	25
C.	30	9	+	21
D.	22	8	+	14

Gain Score

Experimental Sample Gain Between Pre and Post Tests

	Pre	Post		Gain	Score
A.	34	40	=	+6	
B.	40	38	=	-2	
C.	31	37	=	+6	
D	35	35	=	0	
E.	23	35	=	+12	
F.	31	31	=	0	
G.	24	25	=	+1	

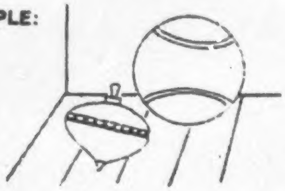
Control Sample Gain Between Pre and Post Tests

	Pre	Post		Gain	Score
A.	27	34	=	+7	
B.	32	34	=	+2	
C.	28	30	=	+2	
D.	25	22	=	-3	

COMPREHENSION SECTION OF (MAT-PRIMARY II, FORM G)

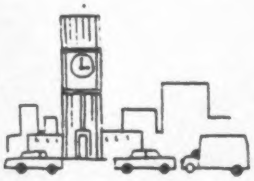
TEST 3: Reading *Part A: Sentences*

SAMPLE:



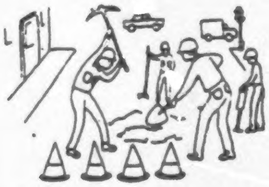
● These toys are for children.
○ These toys are on the table.
○ The top is bigger than the ball.

1



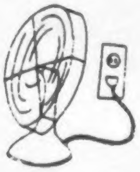
○ People can see the time as they pass the clock.
○ The face on the big clock is inside the tall building.
○ A man is using a key to wind the clock on the building.

2



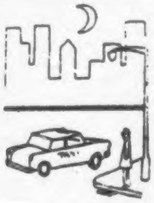
○ These men are planting trees and flowers in a garden.
○ The men with picks and shovels are digging for coal.
○ No cars can go on this street until the men fix it.

3



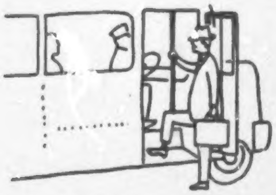
○ Air is being moved about by the fan.
○ The fan is not plugged in.
○ A fan is used to make the air warmer.

4



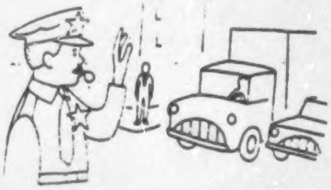
○ The moon in the sky means it is night.
○ The sunshine lights the city in this picture.
○ No one is on the street at night.

5



○ When Mr. Bell goes to work, he must wait for a bus.
○ The bus has just arrived and Mr. Bell steps onto it.
○ Mr. Bell tried to catch the bus, but it left without him.

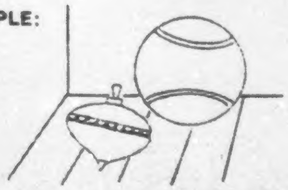
6



○ All cars stop when the policeman raises his hand.
○ The cars are waiting for the red light to turn green.
○ The cars are moving quickly along the busy street.

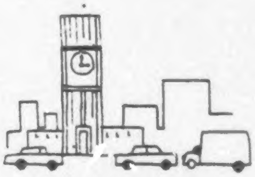
TEST 3: Reading *Part A: Sentences*

SAMPLE:



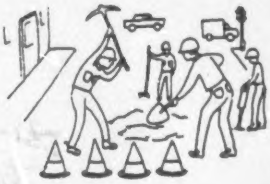
● These toys are for children.
○ These toys are on the table.
○ The top is bigger than the ball.

1



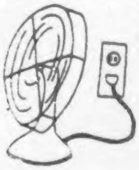
○ People can see the time as they pass the clock.
○ The face on the big clock is inside the tall building.
○ A man is using a key to wind the clock on the building.

2



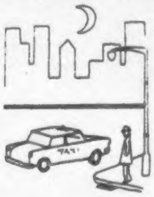
○ These men are planting trees and flowers in a garden.
○ The men with picks and shovels are digging for coal.
○ No cars can go on this street until the men fix it.

3



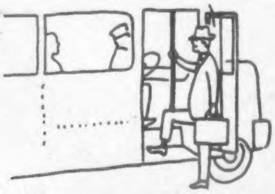
○ Air is being moved about by the fan.
○ The fan is not plugged in.
○ A fan is used to make the air warmer.

4



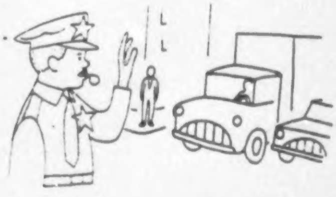
○ The moon in the sky means it is night.
○ The sunshine lights the city in this picture.
○ No one is on the street at night.

5



○ When Mr. Bell goes to work, he must wait for a bus.
○ The bus has just arrived and Mr. Bell steps onto it.
○ Mr. Bell tried to catch the bus, but it left without him.

6

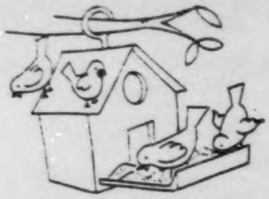


○ All cars stop when the policeman raises his hand.
○ The cars are waiting for the red light to turn green.
○ The cars are moving quickly along the busy street.

NAME

Go on to the next page

7

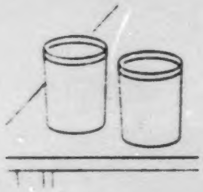


○ A cat frightened the birds, and they flew away.

○ The birds are looking for food, but the feeder is empty.

○ Some birds are sitting on the roof of the feeder.

8

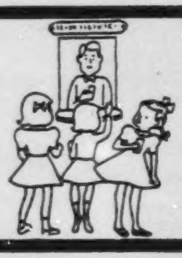


○ The glass standing on the table is half full.

○ Mother filled Baby's bottle with warm milk.

○ There is a glass of milk for Addie and one for Bob.

9

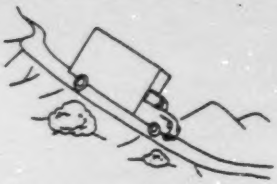


○ The girls are buying candy.

○ The girls are buying tickets for the show.

○ The lady is giving the girls money.

10

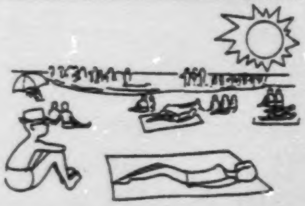


○ There is a sign on the side of the truck.

○ The truck is going up a hill.

○ The driver is in the truck.

11

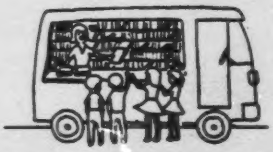


○ The water is very cold because it is winter.

○ It is a perfect day to be at the beach.

○ The people in the water are playing with a beach ball.

12

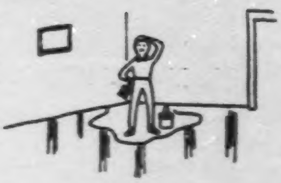


○ We read our books in the car while Mother drives.

○ We walk downtown to buy our books for school.

○ The special library on wheels comes to us.

13



○ The man is painting stripes on the wall.

○ John does a good job of painting the ceiling.

○ The painter painted all the floor but the corner.

STOP

TEST 3: Reading *Part B: Stories*

SAMPLE:

Mother made a cake.
She put candles on it.
The candles told how old Jane was.

A Mother was getting ready for—
- ● **a birthday**
- ○ **summer**
- ○ **Thanksgiving**

B On the cake, Mother put—
○ **candles** ○ **candy** ○ **ice cream**

1

Sue starts to write a book,
And draw the pictures, too,
Telling of Jim who took
His brother to the zoo.

14 What is Sue doing?
- ○ **writing a story**
- ○ **talking to Jim**
- ○ **minding her brother**

15 The pictures may show—
- ○ **people swimming**
- ○ **lions in cages**
- ○ **people shopping**

16 Who will draw the pictures?
○ **Brother** ○ **Sue** ○ **Joe**

17 What did Jim do?
- ○ **read a book**
- ○ **visited the zoo**
- ○ **drew a picture**

18 The tale might be called—
- ○ **Sue's Trip**
- ○ **Baby Sister**
- ○ **Trip to the Zoo**

2

Miss Day's class visited the bakery. At the door a man gave each child a white hat to wear. The hats were just like the bakers' hats. The children watched all the machines that helped to make bread. They liked the machine that put the bread into plastic bags and tied it without anyone's help. It worked very fast. It was called a bagging machine.

19 Who visited the bakery?
- ○ **Miss Day's class**
- ○ **Miss Brown and her class**
- ○ **the bakeryman**

20 What did the man at the door do?
- ○ **welcomed them by shaking hands**
- ○ **showed them the bakery**
- ○ **handed each child a hat**

21 In this story, some machines—
- ○ **break down**
- ○ **make a noise**
- ○ **make bread**

22 What worked very fast?
- ○ **the bagging machine**
- ○ **the bakerymen**
- ○ **the children**

23 The machine the children liked best —
- ○ **rolled the bread**
- ○ **put bread into a bag and tied it**
- ○ **made the bread dough**

3

One of the strange animals that live in the hot, dry desert is a lizard called the Chuckwalla. Most lizards eat insects. The Chuckwalla eats only buds, leaves, and flowers. When it is scared by an enemy, the Chuckwalla runs into a small hole or crack in a rock. Then it gulps or sucks air and blows itself up like a balloon, filling the hole or crack. It becomes squeezed in so tightly that no enemy can pull it from its hiding place.

24 The Chuckwalla is—

○ **a lizard**
○ **an insect**
○ **a rock**

25 The Chuckwalla eats—

○ **insects** ○ **leaves** ○ **beef**

26 To hide, the Chuckwalla goes into a—

○ **crack**
○ **lake**
○ **flower**

27 It sucks air until it looks like a—

○ **fly** ○ **bud** ○ **balloon**

28 It cannot be pulled from its hiding place because—

○ **it bites**
○ **it has claws**
○ **it gets bigger**

4

Billy's dad came home with a huge paper bag. Billy had to guess what was in the bag. He thought there must be fifty apples in a bag so large. But Dad laughed and told Billy there was only one piece of fruit. Then out of the bag he pulled a huge watermelon.

29 What was Billy's dad carrying?

○ **fifty apples**
○ **a paper bag**
○ **a basket**

30 The best name for this story is —

○ **A Basket of Apples**
○ **Billy's Bag**
○ **Dad's Surprise**

31 Dad told Billy that he had —

○ **one piece of fruit**
○ **many pieces of fruit**
○ **ten pears**

32 Dad thought the guessing game was —

○ **sad**
○ **fun**
○ **serious**

33 Dad brought Billy a —

○ **toy truck**
○ **watermelon**
○ **peach**

5

There are many ways we can build a healthy body. One of them is to eat foods that are good for us. A good night's sleep every night is another way. Exercise every day builds a healthy body too.

34 This story tells about building a –

○ **big body**
○ **strong body**
○ **healthy body**

35 How many ways does the story tell you to build your body?

○ **four**
○ **three**
○ **two**

36 How often should you sleep?

○ **every other day**
○ **day and night**
○ **every night**

37 Exercise means to –

○ **do lots of things**
○ **eat good food**
○ **sleep well**

6

Joe has a brown and white puppy named Checkers. Checkers sometimes tears things with his sharp, little teeth. One day, he tore Mother's dress. Mother was angry, so she told Joe to take Checkers outdoors. Joe ran to get his coat. Then he and Checkers went down the street to the *park. Checkers ran and played in the park until he was tired, and when he came home he went right to sleep.

38 This story is mostly about –

○ **Joe**
○ **Checkers and his family**
○ **life in the city**

39 Checkers tore –

○ **Mother's dress**
○ **a slipper**
○ **Joe's coat**

40 Checkers probably tears things because –

○ **it is his way of playing**
○ **he is mean**
○ **he is hungry**

41 In this story, the word **park** means –

○ **stop and rest**
○ **leave a car in the street**
○ **place with grass and trees**

42 Before he took Checkers outdoors, Joe –

○ **scolded Checkers**
○ **got a coat**
○ **went to sleep**

43 The weather was probably –

○ **cool** ○ **very hot** ○ **rainy**

44 Checkers is probably –

○ **old** ○ **lively** ○ **thin**